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ABSTRACT

A training manual is presented to insure reliable use of the Assessments of Performance in Teaching (APT) observational evaluation instrument. The 24-hour training program's major instructional method requires round-table discussions of observations. Videotaped teacher demonstrations are required for practice and criterion assessments. The instrument was derived from state and national teacher evaluation forms and a survey of South Carolina educators. The classroom observational assessment is meant to measure minimal competence to apply fundamental teaching skills regardless of subject area, grade level or context. Five Performance Dimensions presented in the observation instrument are measured in a composite of three observer ratings. Notes on objectives and student differences are described with the instrument procedures, nature of the observations and observer standards. The training manual describes training program preparations, session structure and a supplement for trainers of field coordinators. Appendices include materials for use in training observation and conference procedures. (CM)

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# Assessments of Performance in Teaching

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TM 820 391

## Observation Instrument

# Assessments of Performance in Teaching
# Observation Instrument

March 1982

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## Assessments of Performance in Teaching
## Observation Instrument

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# INTRODUCTION

## THE APT INSTRUMENT

The Educator Improvement Act (Act 187 of 1979) established The Educator Improvement Task Force to supervise the development of a teaching performance evaluation instrument. Beginning July 1, 1982, all student teachers, provisional contract teachers, and trades and industrial (T&I) annual contract teachers will be observed in the classroom and an assessment will be made of their performance using this instrument. Student teachers will receive assistance, training, and counseling to overcome identified deficiencies. Provisional contract teachers will need to complete the assessment satisfactorily for reemployment. T&I annual contract teachers must complete the assessments successfully before receiving continuing contracts. Deficiencies identified by the evaluations will serve as a guide to the establishment of staff development programs for school districts.

The ***Assessments of Performance in Teaching: Observation Instrument*** (APT Instrument) was derived from more than 50 state and national teacher evaluation forms. Through a survey of all South Carolina educators, through concurrent and contruct validation studies, and through data analyses of pilot and field study tests for objectivity, reliability, and validity the APT Instrument has been prepared in its present form for statewide implementation.

The instrument is not intended to assess proficiency; it will measure minimal competence. As a classroom observational assessment the APT Instrument is not intended to describe the complete art and science of teaching. Teacher preparation institutions should not assume these Performance Dimensions to be the sum or essence of an educational program nor should school districts hold teachers accountable for only these demonstrations.

The evaluation instrument is to determine whether teachers can apply fundamental teaching skills in the classroom. The APT Instrument is designed to measure only those teaching skills that can be observed during classroom instruction and are generic to all teachers regardless of subject area, grade level, or context. Many other factors are important in teacher evaluation that cannot be measured by APT. However, the observations made through the use of APT have been judged to be part of a larger scope of instructional practices that lead to better education.

The same instrument for performance observations is used for both beginning and student teachers. The skills and behaviors required of minimally competent beginning teachers are the same for those who would become teachers. Therefore, the practice of these skills and behaviors are appropriate for student teachers as they prepare for initial employment. However, the standards for passing the assessment are required of all beginning teachers in South Carolina for reemployment; no criteria for passing are established by the state for student teachers.

The APT Instrument is divided into five Performance Dimensions. Each Performance Dimension is measured through eight to eleven observation statements. The observation statements are dichotomous (yes/no) decisions that indicate whether or not a teaching skill or behavior was demonstrated during the observation. Specific evidence in the form of a statement citing one or more incidents describing the demonstration is required. Each Performance Dimension is an essential area of teaching competence and each must be satisfactorily demonstrated to successfully complete the APT. The assessment is the composite of three observers' ratings.

## THE PROCEDURES

The assessment process begins with an orientation to the evaluation instrument and the procedures to be followed. Each teacher must be given a copy of the instrument and an explanation of the process. The purpose of the orientation session is to assure that teachers understand what is expected of them.

The assessments are intended to inform and help teachers, not to trick them.

After orientation three observation sessions are scheduled. Teachers must be given a major role in the decision about when the observations are to occur and in which classes if their best performances are to be expected. Each observation period should last a minimum of 30 minutes and not exceed 60 minutes. The teacher and the three observers should work out a schedule of observation times well in advance of the classroom visitation. Unannounced observerations would not allow teachers to prepare their best demonstrations.

The three observations should take place within a one-week to two-week period so that assessment conclusions can be made. Observations must not occur during the first 20 days of teaching. There is nothing to prohibit the sharing of observation results with teachers between observations. However, on a cautionary note, prescriptive advice on ways to improve performance based on a single observation may not be warranted. Repeated measures of performances by multiple observers will be more accurate for staff development purposes.

Teachers should prepare three lessons for observation as model demonstrations. These are the teachers' opportunities to present 'showcase' lessons of their abilities. No assumptions are made that the teachers have ever performed this way or will ever again. The demonstration indicates only that the teachers can perform at such levels. The result will be the identification of teachers who even upon request cannot demonstrate essential skills in teaching. Therefore, all teachers must be aware of their responsibilities to prepare the vehicle for their best performances.

The completion of the Planning Sheet is a requirement of the APT. The Planning Sheet is not a substitute for a lesson plan but an adaptation for assessment purposes. Although writing lesson plans may not be an ordinary procedure for all competent teachers, it is necessary here for teachers to demonstrate that they can plan for their lessons. Changes or adjustments in plans during the lesson may be made when necessary to enhance instruction. A grade book or record of progress must be shown to the observer as evidence that student records are maintained.

Observers visit the teachers' classrooms at the scheduled times to observe the prepared lessons. The observational ratings are prepared immediately after each lesson so that specific examples and incidences can be recalled and cited as evidence of demonstration. Self-evaluations using the same form are prepared by the teacher being observed as soon as possible after the lesson. The purpose of the self-evaluations is to compare the teacher's ratings with the observers' ratings during the conference discussion. This comparison may indicate weaknesses identified by the observers of which the teacher is unaware. The more specificity used in the evidence cited for each skill or behavior, the greater the likelihood is of the conference addressing concrete observations instead of generalities.

Within one week of the last observation a conference should be held with the teacher and the evaluator. If possible the other two observers should be present as well. Prior to the conference, strengths and weaknesses should be identified in each Performance Dimension and summarized on the Conference Sheet. During the conference the observers' Observation Sheets should be shared and compared with the teacher's self-evaluations. Any performance deficiencies found should be addressed with remediation possibilities. A college course, an in-service workshop, a methodology text, a visit to another classroom, or a classroom exercise might be recommended. Observers will receive instruction in conducting the conference successfully and professionally which will enhance the remediation component.

Teachers who do not pass the evaluations initially must be provided with remediation and a second set of three evaluations before March 31. Provisions for teachers who begin teaching in mid-year are given in the APT training program.

## THE OBSERVATIONS

There are many appropriate techniques and effective methods for teaching. This instrument recognizes several means to achieve a specific performance demonstration. Although some teaching strategies are not accepted (e.g., belittling students), the intent is to allow for the greatest latitude in presenting instruction within reasonable limits. A variety of techniques will need to be demonstrated during a lesson because through this assessment documentation will be provided indicating that the teacher can perform many tasks. The observers must not be narrowly confining. If the observations become so 'picky' that only one of a number of reasonable means to achieve success is admissible, the creative art of teaching might suffer. There is no one best way to teach for the assessment; there are a number of reasonable approaches available.

The APT Instrument measures teaching skills and behaviors through the observation of teachers. Because of the variability among classes of students in such attributes as ability and receptivity, it would be unreasonable to assess teachers by those things that students accomplish. Consequently, the observations in the APT Instrument focus on what the teacher does and not how the students respond. For example, teachers are expected to provide students with opportunities to express personal ideas. If students refuse to use the opportunity, the teacher is still credited for having made the opportunity available. In some cases students are observed in order to measure the teacher's reaction but the rating does not depend on what the student has done. One example is the observation that the teacher engages inattentive students. The observer must note any students who are inattentive but rate the teacher on the techniques used in involving the students, not on the students' response to the teacher's attempt.

## THE OBSERVERS

All observers using the APT Instrument must be trained to meet standards of reliable accuracy. Some terms and aspects of procedures will need definition, practice, and understanding that are available only through the training program. The observers should have had extensive experience in education before the training begins. As experienced educators the observers will bring with them a level of expertise to make judgmental decisions as to the adequacy of evidence in the observations.

Several observational skills are taught to observers during the training program. Some of the observation statements require measures of consistency of behavior throughout a lesson (e.g., open-mindedness); others look for a single demonstration of a skill (e.g., opportunity provided for practice or application). Observers must know how to rate each observation statement and what constitutes satisfactory demonstration.

Perhaps the most difficult observational skill to acquire is the recognition that a competent teacher may not demonstrate all skills and behaviors all of the time. An incompetent teacher does not have to do everything badly. In order to be able to discriminate between observed demonstrations and a halo effect, all observers must be able to meet reliability standards at the end of the training program. Observers must be able to state specific evidence or cite a particular incident to say that the teacher had demonstrated the skill or behavior. It is important to this evaluation process that only demonstrations that were observed be recorded. To know that a teacher usually does something but did not on that day is not evidence of demonstration. To give the teacher 'the benefit of the doubt' would make the findings meaningless.

Evaluations of beginning teachers will require a team of three observers: a district office administrator, an experienced teacher, and a principal. For student teachers the evaluation team must be composed of the cooperating classroom teacher, the college or university supervisor, and the principal or the principal's designee. The number of observers to be trained is determined by the number of provisional contract teachers and T&I annual contract teachers in a district or student teachers in an institution of higher education.

## THE EXCEPTIONS

Very few circumstances prevent the use of the APT Instrument as prescribed herein. However, there are some exceptional conditions under which special arrangements must be made.

The APT Instrument requires teachers to demonstrate certain skills in the classroom where more than one student is involved (e.g., varying group sizes). If a teacher has only classes with one student at a time, it would be impossible to determine the teacher's skill on these items. Credit should be given to teachers with only one student on the following items in order to prevent an unavoidable penalty and the evidence written should state that there was no evidence to the contrary.

| | |
|---|---|
| PD 1f: | differences planned |
| PD 2c: | needs accommodated |
| PD 2f: | size varied |
| PD 3i: | strategies adjusted |
| PD 3k: | fair, impartial |

In advanced foreign language classes it may be that none of the instruction is given in English. If the observer cannot understand the foreign language, some items cannot be rated accurately (e.g., restates explanations). When this type of class is observed by someone who does not understand the foreign language, the teacher should not be penalized. Therefore, credit should be given for those items and the written statement of evidence should indicate that there was no evidence to the contrary.

The APT Instrument was developed to assess certified teachers prepared in their field of concentration. It may be that entire teaching assignments are given occasionally to teachers outside their area of preparation. However, given that generic teaching skills and behaviors are required for all beginning teachers, even out-of-field teachers are expected to be able to demonstrate their competence. Therefore, no exceptions are made under these conditions.

If in any of the three cases above alternative observation schedules can be made, the assessments should use the more appropriate conditions. For teachers with single students as well as classes of two or more, the latter should be used for assessment. Only teachers with an entire schedule of individual student instruction would need exception. For foreign language teachers who do some instruction in English in some classes, these classes should be chosen over those taught entirely in a foreign language. The best solution, when available, would be to select observers who can understand the foreign language instruction. Teachers who have some in-field and some out-of-field classes should be observed in the former.

It is recommended that continuing study on these low incidence areas of exceptions be conducted over the next several years. After enough data have been gathered, a revised standard could be established. Until that time the exceptions made in APT under these circumstances will not penalize those teachers.

## THE STATE OF THE APT

The APT Instrument was validated by the judgment and practice of South Carolina educators during 1980, 1981, and 1982. Educational purposes and needs will continue to change in years to come. Knowledge of teaching performance and evaluation has grown considerably in the past three decades and is expected to continue in decades to come. Consequently, the APT Instrument should be an evolutionary tool that is continually modified with the addition and deletion of dimensions and observations. All observers and teachers using the APT Instrument should be invited and encouraged to suggest revisions and improvements needed to make Assessments of Performance in Teaching successful and worthwhile.

# SUMMARY OF APT PROCEDURES

1. All observers must be trained in the use of the APT Instrument.

2. All beginning and student teachers must be given an orientation to the process.

3. Three observation periods are scheduled.

   a. Observations must not occur during the first 20 days of teaching.

   b. The three initial evaluations must occur during a two-week time period and be completed by the end of the ninetieth teaching day.

4. The teacher to be observed prepares three model showcase lessons and completes three Planning Sheets.

5. The observations take place and Observation Sheets are completed by the three observers and the teacher.

6. A conference is held within one week following the third observation to discuss the teacher's strengths and weaknesses indicated by the evaluations.

7. Remediation and a second set of three evaluations must be provided to teachers who do not pass the evaluations initially.

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## PERFORMANCE DIMENSION 1

### A COMPETENT BEGINNING TEACHER PLANS LEARNING ACTIVITIES TO MEET OBJECTIVES AND STUDENT NEEDS.

This dimension refers to the teacher's ability to prepare for learning experiences which efficiently provide students the opportunity to acquire the intended knowledge or skills. This Performance Dimension (PD) is not to be rated on the basis of the classroom observation. Except for PD 1h evidence of this dimension is found on the Planning Sheet completed by the teacher. The teacher will provide evidence of recording student progress before or immediately after the observation so that the observer may score PD 1h. The observer must study the teacher's lesson plan and record of student progress and score observation statements for PD 1 before the classroom observation.

| Observation Statement | Explanation |
|---|---|
| **a. Objectives for the lesson are stated in observable learner outcomes.** | *All* objectives written on the Planning Sheet are addressed in this observation statement. They describe what the teacher expects the students to learn during the observed lesson as opposed to what the teacher will do. Specific observable learner outcomes, not broad or general goal statements, are appropriate for the purpose of demonstrating this observation statement. The statement of these objectives does not require a particular style of objective writing nor should credit be denied for this item if objectives are not written in complete sentences. (However, PD 4i does require complete sentences.) It is not mandatory for the teacher to state the condition under which the learning is to occur or the criterion for mastery of an objective. For further discussion and examples, see Objectives in the Supplementary Notes on page 18.<br>[Evidence: If demonstrated, give the action verb in each objective that specifies what the students will learn. If not demonstrated, give specific problem(s).] |
| **b. Learner objectives are compatible with content and level.** | *All* objectives on the Planning Sheet must be appropriate for both the content of the subject and the grade level of the group of students. The skill is not demonstrated if either the content is not subject related or if the level is too high or low for the majority of the students for whom the objective was written. Appropriateness for content is not to be interpreted restrictively but rather in such a way as to include reasonable topics. For example, objectives concerning note-taking skills could be appropriate for social studies content. The emphasis of this observation statement is on the intent of the objective. A teacher who did not demonstrate the ability to write a well-stated objective in PD 1a may be able to demonstrate the skill required in PD 1b. If only a part of the class is to be directly instructed by the teacher during the observation, objectives for all students for whom the teacher is responsible are still required.<br>[Evidence: If demonstrated, the content and the level must be noted in the evidence statement. If not demonstrated, give specific problem(s).] |
| **c. Stated instructional procedures are planned to achieve each objective.** | Procedures include strategies for achieving ***each*** objective. These strategies are designated in the procedures section of the Planning Sheet. Instructional procedures (e.g., learning activities, games, demonstrations, discussions, lectures) are to be provided in this section. Examples that are not considered instructional procedures are checking attendance or collecting lunch money. The teacher must provide sufficient information for the observer to determine if strategies address objectives. The focus is on the intent of the objective. If the objective was not well written but the procedure is appropriate for the intent of the objective, the skill is demonstrated.<br>[Evidence: If demonstrated, give specific examples for each objective. If not demonstrated, give specific problem(s).] |

## PERFORMANCE DIMENSION 1

| Observation Statement | Explanation |
|---|---|
| d. **Learning experiences are planned to involve students actively in the lesson.** | Learning activities provide an opportunity for students to move, talk, or write. Evidence for this observation statement is found only in the procedures section of the Planning Sheet. The observer must determine whether the planned instructional procedures provide students an opportunity for observable active involvement as opposed to listening or reading. Homework assignments are not considered a part of the observed lesson. Noninstructional movement such as walking from a desk to a lab table is not evidence of active involvement. At least ***one example*** must be found on the Planning Sheet.<br>[Evidence: If demonstrated, give a specific example. If not demonstrated, state: No active involvement is planned.] |
| e. **Materials supporting the achievement of objectives are stated.** | Materials include resources, equipment, or supplies (e.g., chalkboard, basketball, handouts, charts, tape recorder) that are planned for use during the observed lesson. Materials must be designated in the procedures section of the Planning Sheet. Such designations could be underlining or listing; however, credit is not denied if materials were not underlined since this is done to facilitate assessment only. Materials that are the responsibility of the students do not have to be included (e.g., pencils, notebooks). Materials that are provided by the teacher must be included. If materials needed for ***any*** objective are not specified, the skill is not demonstrated. If no materials are needed for a particular lesson, credit is given.<br>[Evidence: If demonstrated, give specific examples of appropriate materials. If not demonstrated, list materials that are needed but not specified.] |
| f. **Procedures or materials are planned to accommodate differences in at least two areas of student needs.** | Plans must indicate that the teacher has provided for differences among students in at least ***two*** of the following areas: rates of completing tasks, ability levels, or modalities of learning. That is, in each of two areas provisions must be made for at least two different types of students. For further discussion and examples, see Student Differences in the Supplementary Notes on page 18.<br>[Evidence: If demonstrated, give specifics in the different areas that will be accommodated. If not demonstrated, give specifically the areas which will be omitted.] |
| g. **Assessment procedures are planned to measure each stated objective.** | A question(s) or specific evaluation item(s) planned for measuring each objective must be provided on or attached to the Planning Sheet. Assessment does not have to occur during the observed lesson, but the teacher must provide the assessment information for ***each*** objective stated on the Planning Sheet. The teacher must provide questions if oral questioning is planned, a list of behaviors to be observed if teacher observation is planned, or evaluative criteria if a product is to result for assessment. The standard or criterion for the planned assessment is not required; however, the observer must determine that the assessment device does measure the objective.<br>[Evidence: If demonstrated, list specific assessment procedures for each objective. If not demonstrated, give specific problem(s).] |
| h. **A record of individual student progress is maintained.** | Progress of ***each*** student in the class may be recorded through such means as letter grades, numbers, or checklists. The system of recording must be clear to the observer. Records must indicate prior assessment of all students individually as well as specific plans for recording assessment of at least one of the objectives stated on the Planning Sheet. Records may be in separate files, on a wall chart, or in a gradebook. The teacher will indicate the location of these records on the Planning Sheet. It is the observer's responsibility to review them just before or immediately after the lesson.<br>[Evidence: If demonstrated, indicate the means for recording prior and planned assessment. If not demonstrated, give specific problem(s).] |

## PERFORMANCE DIMENSION 2

**A COMPETENT BEGINNING TEACHER FULFILLS INSTRUCTIONAL RESPONSIBILITIES.**

Skills, information, and concepts are presented to students efficiently.

| Observation Statement | Explanation |
|---|---|
| **a. Lesson begins promptly.** | The time for beginning the lesson is indicated on the Schedule Sheet. A minimum of instructional time should be used for clerical tasks such as checking attendance. The behavior is not demonstrated if instructional time is lost at the beginning of the lesson for such things as organizing needed materials. If time lost in starting the learning activity is beyond the teacher's control (e.g., announcement by the principal), credit may still be given.<br>[Evidence: If demonstrated, give a specific example. If not demonstrated, give a specific example.] |
| **b. Instruction facilitates the students' achievement of a stated objective.** | The instruction is appropriate for the topic and the students. Instruction must address at least *one* entire objective stated on the Planning Sheet. For example, if the objective pertains to the meaning of prefixes but the entire lesson is spent on the identification of prefixes with no discussion of their meaning, the instruction is inappropriate for the objective. Instruction unrelated to any stated objective does not deny credit for this item.<br>[Evidence: If demonstrated, specify the objective and give a specific example of related instruction that is appropriate for the topic and learners. If not demonstrated, give the specific deficiency.] |
| **c. At least two areas of student needs are accommodated in the learning activities.** | Instruction is presented to different types of students in at least *two* of the following areas: rates of completing tasks, ability levels, and modalities of learning, That is, in each of two areas provisions must be made for at least two types of students. Homework assignments are not considered observable demonstrations of differentiating by rates. For further discussion and examples, see Student Differences in the Supplementary Notes on page 18.<br>[Evidence: If demonstrated, give specifics in the different areas that were accommodated. If not demonstrated, give specifically the areas that were omitted.] |
| **d. A stimulating technique is used to motivate student interest.** | The focus of this statement is on a specific activity or instructional device used by the teacher to generate interest in the lesson, not on the degree of interest or motivation exhibited by the students. For example, stimulating techniques may include 'attention getters', creative activities, unusual resources, thought-provoking questions, games, and simulations, but do not include general enthusiasm, positive reinforcement, and factual questions. The technique employed need not be extraordinarily innovative or imaginative but must be calculated to initiate, increase, or maintain student interest in the lesson. For example, a piano in a music class may be a necessary feature; playing the piano by plucking the strings, having a guest pianist perform for the class, or bringing in an antique clavichord might be used to increase student interest.<br>[Evidence: If demonstrated, give a specific technique used. If not demonstrated, state: No stimulating technique was used.] |
| **e. More than one instructional approach is demonstrated.** | A *variety* of teaching methods or techniques (e.g., drill, lecture, demonstration, questioning, discovery, discussion, learning centers) is used. If the entire lesson is a lecture with no questioning or instructional discussion, the behavior is not demonstrated. An occasional question is not considered a questioning approach. If the teacher uses a combination approach for instruction, the behavior is demonstrated.<br>[Evidence: If demonstrated, identify at least two instructional approaches used. If not demonstrated, identify the single technique used.] |

## PERFORMANCE DIMENSION 2

| Observation Statement | Explanation |
|---|---|
| **f. Varying organizational sizes are used for instruction.** | Organizational size refers to three instructional audiences: the entire class, small groups, or individuals. The teacher must instruct to at least *two* of these three during the lesson. If two small groups of different sizes are used, it is still only one type of organization. Small group instruction may consist of two or more students. Individual instruction occurs when the teacher instructs only one student. The other students in the class must be provided with learning tasks while the teacher instructs to an individual or a small group. When instructing an individual, the teacher does not interrupt the work of other students. For example, when a student asks a question, the teacher does not answer as if all had the same question.<br>[Evidence: If demonstrated, identify at least two classroom organizational patterns used. If not demonstrated, give the single pattern used.] |
| **g. All students are provided an opportunity for active involvement.** | Learning experiences provide an opportunity for ***all*** students to become actively involved in the lesson in some way by moving, writing, or talking. A discussion must provide all students at least one opportunity to contribute or answer questions. Asking an oral question for which there is only one correct answer does not provide all students an opportunity to answer. Noninstructional movement such as going to the pencil sharpener is not demonstration of active involvement.<br>[Evidence: If demonstrated, list the learning experience(s) by which all students had an opportunity for active involvement. If not demonstrated, state: Learning experiences did not provide for active involvement of all students.] |
| **h. An opportunity is provided for all students to apply or practice knowledge or skills stated in the objective.** | Application or practice may be used either to acquire or reinforce a concept or skill. The teacher may use this practice or application for assessment also. Practice or application must be provided for at least *one* of the objectives for the lesson. For example, solving a math problem is demonstration only if the skill needed is applicable to the intent of the lesson. At least one opportunity for ***each*** student is required for credit to be given.<br>[Evidence: If demonstrated, give a specific example. If not demonstrated, state: No opportunity for application or practice was noted.] |
| **i. Information is obtained from students to determine the need for clarification, assistance, or adjustment.** | This refers to monitoring during the lesson as opposed to a pretest. The teacher may ask questions, look at samples of student performance, or use other techniques of informal evaluation. Monitoring may involve asking a question of a sampling of students. Examples of evidence might be, "How did you determine that answer?" or "How many of you got it right?" If the same example occurs more than once, credit is given.<br>[Evidence: If demonstrated, give more than one example. If not demonstrated, state: No sampling of information was obtained.] |
| **j. Information about progress or performance is provided to students during the lesson.** | This item addresses the teacher's attempts to inform students of their accuracy or progress. Feedback (e.g., "That's right" or "Try again") may be verbal, nonverbal, or written but must address correct or incorrect responses on student performances as in answering questions, manipulating equipment, or demonstrating skills. The teacher may respond positively or negatively to student performances; in PD 5f, corrections with support are required. ***More than one*** example is necessary for credit.<br>[Evidence: If demonstrated, give more than one example. If not demonstrated, state: No sampling of information regarding progress was provided.] |

## PERFORMANCE DIMENSION 2

| Observation Statement | Explanation |
|---|---|
| **k. Instruction is compatible with the physical environment.** | It may be necessary for the teacher to adapt the presentation or activities to the facilities (e.g., arrangement of desks, acoustics, lighting). *All* students must be able to see and hear instruction and be provided adequate space to perform the instructional activity. Provisions must be made for students with auditory, visual, or orthopedic handicaps.<br>[Evidence: If demonstrated, state: Students were provided adequate space and were able to see and hear. If not demonstrated, give specific problem(s).] |

## PERFORMANCE DIMENSION 3

### A COMPETENT BEGINNING TEACHER USES PROFESSIONAL CLASSROOM MANAGEMENT TECHNIQUES TO ASSIST STUDENTS IN LEARNING.

Professional behaviors to engage students in learning are addressed. The focus is on what the teacher does rather than on the behavior of the students.

| Observation Statement | Explanation |
|---|---|
| **a. Expectations for behavior conducive to learning are stated or have been established for students.** | The expected behavior is stated or the conduct of students may indicate that expectations for behavior have been previously communicated (e.g., responding to signals without explicit directions). If stated during the lesson, the expectations should deal with student behavior (e.g., "I want you to listen carefully . . .") as opposed to the instructional plan covered in PD 4a (e.g., "We are going to learn . . ."). The emphasis in this observation statement is on what the teacher communicates to students about behavior and not the teacher's firmness in managing behavior covered in PD 3b. At least *one* demonstration of this skill or the continuing expected behavior of the students throughout the period is necessary for credit.<br>[Evidence: If demonstrated, either give specific examples or state: Expectations were previously established. If not demonstrated, state: There was no evidence that expectations for behavior were stated or previously established.] |
| **b. Firmness of the teacher in managing behavior conveys confidence.** | The teacher enforces limits, provides leadership, and demonstrates authority with ***consistency***. Frequent use of idle threats, intimidation, or unenforced directives denies credit. The teacher appears self-assured in managing behavior.<br>[Evidence: If demonstrated state: Firmness in managing behavior conveyed confidence. If not demonstrated, give more than one deficiency.] |
| **c. Classroom procedures are directed in a confident manner.** | Actions of the teacher in proceeding to new activities or in assigning students are decisive. The teacher knows what to do and how to do it. One instance of indecisive action in procedures denies credit.<br>[Evidence: If demonstrated, state: Classroom procedures were directed in a confident manner. If not demonstrated, give the specific deficiency.] |
| **d. Learning experiences are provided throughout the observational period without loss of instructional time.** | Transitions are smooth; interruptions are handled with a minimum of class disruption; the observational period is used for learning activities; materials are available and organized for use; and the lesson continues until the end of the observational period. If students lose large amounts of instructional time (e.g., time on task), the behavior is not demonstrated. Evidence for denying credit is noted when students must sit idly waiting for others to finish or when a large amount of time is lost by the teacher writing material on the chalkboard that could have been written before the lesson began. The behavior may still be demonstrated if the teacher uses time for experiences to facilitate learning, such as a physical exercise for young children who become restless or movement of a class to another section of the building for a learning experience.<br>[Evidence: If demonstrated, state: No loss of instructional time was noted. If not demonstrated, give specific examples.] |
| **e. Disruptions are addressed if they intefere with learning of other students.** | *All* disruptions are handled in accordance with the severity or nature of the disruption. Although some disruptions are best handled by ignoring them, the observer must determine if such action is appropriate for the situation. A sleeping student is inattentive as opposed to disruptive and should be considered in PD 3g. Excessive talking between students may indicate inattentiveness and disruption of learning. Tardiness may or may not be disruptive depending on how the students enter the classroom. If no disruptions occur, credit is given.<br>[Evidence: If demonstrated, indicate that no disruption interfered with learning or cite the specific disruption addressed. If not demonstrated, give the specific deficiency.] |

## PERFORMANCE DIMENSION 3

| Observation Statement | Explanation |
|---|---|
| **f. School, district, or professional codes of behavior are adhered to and enforced by the teacher.** | Codes of behavior for teachers and students must be written or formally stated. The behavior is demonstrated if there are ***no*** clear violations or blatant examples contrary to such stated codes. School or district policies concerning dress codes or gum chewing, for example, must be known to the observer if credit is not given for these reasons. If a teacher approved, endorsed, or advocated vandalism, fighting, or cheating, for example, credit would not be given.<br>[Evidence: If demonstrated, state: Identified codes were not violated. If not demonstrated, give the specific deficiency.] |
| **g. Techniques are used to involve students who are inattentive.** | Verbal or nonverbal techniques, such as using student names, moving toward students, asking students questions, and working with students are employed to engage inattentive students in learning tasks. The teacher uses these techniques ***each*** time students are more than momentarily inattentive. If techniques are not needed, credit is given. If involvement techniques are provided but students do not respond, credit is still given.<br>[Evidence: If demonstrated, either indicate technique(s) which was used to involve inattentive students or state: No techniques were needed. If not demonstrated, give the specific deficiency.] |
| **h. Special assistance is provided to students.** | The teacher ***always*** provides additional instruction for individual students who need it. Such special assistance requires the teacher to provide help whenever a student or small group of students indicates lack of skill or understanding through incorrect responses, poor performances, questions of the teacher, or direct requests for aid. This may be provided by assigning or designating someone else (e.g., peer student, specialist, aide) to provide assistance. If it is not feasible to give special assistance at the time, the teacher must acknowledge to the student or students that help will be provided at a later time. This observation is distinguished from PD 3i, adjustment, because it addresses the situation where most of the class is progressing as expected except for one or a few students. If no obvious need for assistance is observed, credit is given.<br>[Evidence: If demonstrated, indicate special assistance which was provided or state: No assistance was needed. If not demonstrated, give the specific deficiency.] |
| **i. Adjustments in the lesson are made.** | Adjustment refers to altering instructional strategy. Reteaching, changing plans, and designing impromptu learning activities for remaining class time are examples of adjustments; whereas, restatements, brief clarifications, and reprimands for the inattentive are not examples of adjustments. The teacher may need to alter instruction if, for example, students lose interest, fail to understand, become frustrated, or complete assignments early. This observation is distinguished from PD 3h, special assistance, because it addresses the situation where most of the class does not progress as expected even though some may. If no adjustments are necessary, credit is given. Credit is denied if adjustment is needed and not demonstrated.<br>[Evidence: If demonstrated, either indicate adjustments which were made or state: No adjustments were needed. If not demonstrated, give the specific deficiency.] |
| **j. Patience and poise are maintained by the teacher.** | The teacher allows reasonable time for students to ask questions or complete work. Negative emotional outbursts such as shouting, rushing students, or slamming books are avoided, and the teacher is in control of emotions. Credit is denied if there are ***any*** exceptions.<br>[Evidence: If demonstrated, state: Patience and poise were maintained. If not demonstrated, give the specific deficiency.] |

| Observation Statement | Explanation |
|---|---|
| **k. Students are treated with fairness and impartiality.** | Treatment of students is free of detrimental bias. Bias may be indicated by unfair treatment of any students. For example, it may be unfair to others if one student is called on to give every answer or if all students are not equally and consistently expected to behave. Other evidences of bias may be more subtle, such as a pattern of positive comments on the work of some students who produce the same answer as others to whom no verbal positive reinforcement is given. Credit is given if there is ***no*** evidence to the contrary.<br>[Evidence: If demonstrated, state: Students were treated with fairness and impartiality. If not demonstrated, give specific exception(s).] |

## PERFORMANCE DIMENSION 4

### A COMPETENT BEGINNING TEACHER COMMUNICATES ACCEPTABLY.

Written communication and spoken communication facilitate instruction and serve as a model for students. Evidence for this dimension includes both formal and informal interactions.

| Observation Statement | Explanation |
|---|---|
| **a. Instructional plan is communicated to students.** | The instructional plan includes a description of structure or content of the lesson or an orientation for students about what is to follow. It serves as an advance organizer. Plans are given near the beginning of the period even if the lesson is a continuation from a previous lesson or a discovery activity. *One* instance is sufficient for demonstration. Simply giving directions for an activity is not adequate for credit.<br>[Evidence: If demonstrated, give a specific example. If not demonstrated, state: The instructional plan was not communicated to students.] |
| **b. A logical sequence is followed in the lesson.** | *All* explanations, descriptions, and activities are organized so that an orderly presentation is made. Examples of a related step-by-step approach may include explanations given in chronological order, procedural order, simple to complex, concrete to abstract, or familiar to unfamiliar. Presentations considered may be given to the entire class or portions of the class. If any exception to a logical sequence is noted, credit is not given.<br>[Evidence: If demonstrated, state: A logical sequence was followed. If not demonstrated, give a specific exception.] |
| **c. Questions, descriptions, and explanations meet student level of understanding.** | Vocabulary and sentence structure are appropriate for *most* students in the class. They are neither too complex nor too simplistic. The teacher adapts language to accommodate student level of understanding. For example, concrete or familiar examples may be used to explain a difficult abstract term or idea. This item is distinguished from PD 4d because it focuses on the difficulty level of the language rather than the comprehensiveness of the explanation.<br>[Evidence: If demonstrated, state: Vocabulary and sentence structure were at an appropriate level. If not demonstrated, give specific exceptions.] |
| **d. Explanations are restated in different words or initial explanations are sufficient.** | The teacher may paraphrase or expand if further explanation is warranted. This item is distinguished from PD 4c because it focuses on the teacher's ability to recognize when communication is not clear and to express the same idea in more than one way when necessary. If explanations are clear and sufficient for the most part, there is no need for clarification. However, if explanations are not sufficient and the teacher does not restate or explain further, the behavior is not demonstrated.<br>[Evidence: If demonstrated, either give a specific example of restatement or state: Explanations were clear. If not demonstrated, give specific exceptions.] |
| **e. Demonstrations or examples are used by the teacher for illustrations.** | These can be illustrations of knowledge or skills such as the teacher multiplying numbers, passing a football, showing pictures, or using analogies. The teacher may use student work as the example if it is used to communicate instruction. *One* demonstration or example is necessary for credit.<br>[Evidence: If demonstrated, give a specific example. If not demonstrated, state: No demonstrations or examples were used for illustrations.] |
| **f. Knowledge of subject matter is communicated with confidence and authority.** | Opinions, ideas, or expansions of topics are expressed by the teacher without tentativeness or hesitancy. The teacher does not need to have answers to all questions but should know how to find the answers. Reflective thinking is not to be discredited; however, no examples of lack of confidence are permitted for credit to be given.<br>[Evidence: If demonstrated, state: Knowledge and ideas were conveyed with confidence and authority. If not demonstrated, give the specific deficiency.] |

## PERFORMANCE DIMENSION 4

| Observation Statement | Explanation |
|---|---|
| **g. Content information communicated by the teacher is accurate.** | If the teacher makes *one* blatant error in content that would be noticeable to an out-of-field observer, the behavior is not demonstrated; however, if the error is then corrected by the teacher, credit is given.<br>[Evidence: If demonstrated, state: There were no blatant errors in content information. If not demonstrated, give a specific error.] |
| **h. Written material is legible.** | *All* words and figures that appear on materials such as chalkboards, handouts, bulletin boards, student records, and Planning Sheets are neat and distinct enough to be discerned. Credit is not given if, for example, reproductions of materials by the teacher are too faint or obscured.<br>[Evidence: If demonstrated, state: All written material was legible. If not demonstrated, give the specific problem(s).] |
| **i. Written communication prepared by the teacher is free of errors in spelling, grammar, and mechanics of English.** | *All* written materials are free of errors in spelling, grammar, and mechanics. Observers are cautioned against judgments of styles that are considered optional in contemporary grammar books (e.g., ending with prepositions). Written examples may appear on materials such as chalkboards, handouts, bulletin boards, student records, and Planning Sheets. The Planning Sheet must be prepared in complete sentences for credit to be given on this item. Typographical or careless errors are counted as misspellings; however, poor letter formation is not considered misspelling. One error results in the denial of credit.<br>[Evidence: If demonstrated, state: There were no errors in spelling, grammar, or mechanics. If not demonstrated, give the specific error.] |
| **j. Oral communication by the teacher is free of frequent errors in grammar.** | The teacher's language does not contain consistent errors such as subject-verb disagreements. Spontaneous speech resulting in false starts or elaborate and embedded sentences are not considered errors. While accents or dialects are not considered here, blatant mispronunciations unassociated with regional or group convention would deny credit. The *absence* of frequent or blatant errors is sufficient evidence for demonstration.<br>[Evidence: If demonstrated, state: There were no frequent errors in grammar. If not demonstrated, give specific errors.] |
| **k. Speech and voice quality do not interfere with communication.** | Consideration should be given to volume, tone, characteristics, and speech mannerisms. Speech and voice quality interfere with communication if concentration on the lesson is distracted by *any* interfering factor.<br>[Evidence: If demonstrated, state: Speech or voice qualities did not interfere with communication. If not demonstrated, give the specific problem.] |

## PERFORMANCE DIMENSION 5

### A COMPETENT BEGINNING TEACHER DEMONSTRATES A POSITIVE ATTITUDE TOWARD STUDENTS AND LEARNING.

This dimension refers to teacher-student interactions that promote a psychological environment conducive to learning. Attitudes are perceived through observable behaviors that may help to indicate negative or positive feelings toward students or learning.

| Observation Statement | Explanation |
|---|---|
| **a. Courtesy and respect are modeled.** | Politeness is modeled *throughout* the lesson. Student names are used in a friendly and respectful way. Nonverbal behavior may be considered in assessing this statement. A disrespectful or discourteous remark (e.g., belittling, sarcastic) by the teacher would deny credit. One exception denies credit for this item.<br>[Evidence: If demonstrated, state: Courtesy and respect were modeled by the teacher. If not demonstrated, give a specific deficiency.] |
| **b. Methods are used to positively reinforce students who are engaged in learning.** | The teacher responds positively to students who participate. The methods considered as positive reinforcement may include praise and encouragement, either verbal or nonverbal. Answering questions, restating questions, and using 'OK' impersonally should not be considered in assessing this item. More than one example of reinforcement of either an individual or a group is necessary for credit.<br>[Evidence: If demonstrated, give more than one example. If not demonstrated, state: Methods of positive reinforcement were not used.] |
| **c. Students are encouraged to express personal ideas, needs, or interests.** | Careful attention is given by the teacher if a student initiates expression. The teacher may promote this expression by asking for opinions or by listening attentively. The ideas and needs may be associated with academic content or personal needs. For example, the student may be without eye glasses and the teacher reassigns a seat closer to the chalkboard.<br>[Evidence: If demonstrated, give a specific example. If not demonstrated, state: Students were not encouraged to express personal ideas, needs, or interests.] |
| **d. Personalized references are used for illustration.** | Personalizing the topic can be demonstrated by expressing a relationship of the idea to the individual as an instructional example. Teachers may characterize a personal incident either of the students or of themselves and show its relation to the lesson. An example may be, "Johnny, don't you have a dog like the one in the story?" or " I remember how difficult it was for me to learn algebra." Placing the student hypothetically in a specific context would be satisfactory evidence for credit. For example, "What would you do in this situation?" However, use of the impersonal 'you' will not constitute credit. ***One*** example is necessary for demonstration.<br>[Evidence: If demonstrated, give a specific example. If not demonstrated, state: No personalized references were used for illustration.] |
| **e. Support is demonstrated when a response is made to student errors.** | Constructive criticism is given with encouragement. The teacher may recognize a student's response as a worthwhile contribution in spite of errors (e.g., "You have the right idea but I am not sure you are applying it correctly" or "If you could elaborate, maybe your answer would be clearer to us"). The focus in this observation statement is on how the teacher responds and not whether the teacher responds to student errors as in PD 2j. If no incorrect student responses are made, credit is given. If incorrect student responses are made, the teacher must demonstrate one example of support.<br>[Evidence: If demonstrated, either give a specific example of support or state: No incorrect responses were made. If not demonstrated, state: No support was demonstrated in response to student errors.] |

## PERFORMANCE DIMENSION 5

| Observation Statement | Explanation |
|---|---|
| **f. Students are given reasons for actions, decisions, or directives.** | The teacher does not have to give reasons for every action, but at least *one* example must be observed. Evidence may be, "The reasons we are in groups today is that . . ." or "I'll be with you in a minute, but right now I'm working with . . . ."<br>[Evidence: If demonstrated, give a specific example. If not demonstrated, state: Students were not given reasons for actions, decisions, or directives.] |
| **g. The value of the lesson or of its components is communicated.** | 'Value' may refer to importance or relevance. The teacher may show a relationship between the lesson and long-range goals or everyday life; or the teacher may show importance of single concepts to a greater whole. ***Implied value is not sufficient for credit.*** Some examples that might be cited for evidence are: "When we study poetic language, you'll use many of your vocabulary words again." "As a consumer you will want to analyze ads more critically to be sure your dollar buys the best product, not the best advertising campaign." *One* example during the lesson is necessary for demonstration.<br>[Evidence: If demonstrated, give a specific example. If not demonstrated, state: The value of the lesson or of its components was not stated.] |
| **h. Enthusiasm for learning and teaching is communicated.** | The teacher demonstrates excitement, enjoyment, or animated involvement in learning through intense or dramatic expressions in gestures, movement, vocal inflections, or facial changes. It is not necessary to demonstrate enthusiasm throughout the period, but *one* example of more than a momentary expression must be cited for evidence.<br>[Evidence: If demonstrated, give a specific example. If not demonstrated, state: No enthusiasm for learning was demonstrated.] |
| **i. Open-mindedness is communicated.** | The teacher admits fallibility, accepts criticism, and considers opposing opinions, ideas, or feelings. An example of admitting fallibility is, "I do not know the answer to that question, but I will check on it."The behavior is demonstrated if there is *no* evidence to the contrary. If warranted at any time during the period but not demonstrated, credit is not given.<br>[Evidence: If demonstrated, state: There was no evidence to the contrary. If not demonstrated, cite a specific occasion where open-mindedness was warranted but not demonstrated.] |
| **j. A sense of humor is demonstrated.** | The teacher utilizes humor or acknowledges a humorous idea or situation. The humor must not be at the expense of students. A pleasant demeanor is not adequate evidence of a sense of humor. *One* example must be cited for demonstration.<br>[Evidence: If demonstrated, give a specific example. If not demonstrated, state: A sense of humor was not demonstrated.] |

## SUPPLEMENTARY NOTES

### OBJECTIVES

Observable learner outcomes call for the use of an action word in each objective. Lists of observable action words and words that should be avoided when writing objectives follow.

Observable:

list
describe
compare
draw
judge

To Be Avoided:

learn (How will the teacher know that the students have learned?)
understand
discuss (This verb is often used as a procedure rather than a learner outcome.)

Examples in which the skill is demonstrated:

1. The student will select the significant details of a paragraph.
2. The student will add two-digit numbers.
3. The student will be able to perform 5 pushups.
   (The preceding examples are stated in terms of the student and contain observable learner outcomes. The examples indicate to the observer the specific results of instruction.)

Examples in which the skill is not demonstrated:

1. The student will work a crossword puzzle.
   (What will the student learn as a result of working the crossword puzzle? Is it a puzzle that reinforces math skills or vocabulary skills?)
2. The student will visit the zoo.
   (What is the purpose of the trip to the zoo? What will the students learn during this process?)
3. The student will maintain familiarity with word problems.
   (What are the specific skills to be applied with the word problems?)
4. The teacher will present a lecture to the students.
   (The objective is stated in terms of the teacher.)
5. The student will be able to learn reading skills.
   ('To learn' is not observable. What will the students do to indicate learning of reading skills? This objective is too general. What are the specific reading skills to be presented during the observed lesson?)

The intent of this item is not to deny that some lessons may have experiential outcomes, as opposed to behavioral objectives. However, as an observational assessment, APT requires the teacher to choose observable learner outcomes for evaluation of the model lesson.

### STUDENT DIFFERENCES

The phrase 'rate of completing tasks' refers to the amount of time needed by different students to complete a learning activity. One way for a teacher to allow for different rates of learning among students is to plan additional activities for students who complete an assignment early. If students are directed to use as much time as necessary, without making provisions for those who finish early, only a slow rate has been accommodated.

To determine whether the teacher has planned for student differences in 'ability levels', differential assignments that vary in difficulty must be evident, or the reason for the ability grouping should be stated on the Planning Sheet or during class. An example of evidence might be the situation where a teacher divides the class by those who have mastered addition and starts them on subtraction.

The phrase 'modalities of learning' as used in the APT refers to the different modalities through which students obtain information. Definitions of the learning modes and examples of each follow.

1. Auditory -- Learning tasks that emphasize the sense of hearing include those activities such as lecture, audio tapes, and records.
2. Tactile/kinesthetic -- The use of the sense of touch or large muscle movement in instruction is required for the tactile/kinesthetic learning modality. Math teachers might have students write number combinations in a box of sand. Reading teachers who instruct students to jump when presented with the word 'jump' or sit when shown the word 'sit' are using the tactile/kinesthetic learning mode.
3. Visual -- When information is presented to students in a manner that requires the sense of sight, the visual learning mode is used. Examples include writing on the chalkboard, displaying a transparency, showing a picture, or using a demonstration.

Although other areas of students differences certainly exist, such as physical size or personality characteristics, this item focuses only on the three types described above.

# APT DEMOGRAPHIC SHEET

Name ______________________________ ID Number ______________

Mailing Address ______________________________ ______________________________
(street and number) (city, state, zip code)

Telephone Number: Work ______________ Home ______________

School District

County ______________

District ______________

School ______________

College or University

Institution ______________

Classification of Observer:
(Circle the numbers of all that apply.)

1. College supervisor of student teachers
2. Cooperating teacher of student teachers
3. Principal or assistant principal
4. District administrator
5. Experienced teacher
6. Field coordinator
7. Trainer of field coordinators

Classification of Teacher to Be Observed:
(Circle only one number.)

1. Student teacher
2. Provisional contract teacher
3. Annual contract T&I teacher

Age: 1. under 25 2. 25-35 3. 36-50 4. over 50

Sex: 1. female 2. male

Race: 1. black 2. white 3. other

Experience (educational employment including this year): ______________ years

Certification:

1. Specialization code(s) ________ ________ ________ ________
2. Teaching on permit
3. Not certified in SC

## Directions

It is important that all information requested on the Demographic Sheet be provided. Do not leave any blanks or omit any items unless so instructed by the person conducting the session.

1. Print your first name, middle initial, and last name on the first line.
2. Enter your social security number on the blank beside 'ID Number'. If you choose not to give your social security number, the nine-digit number that is chosen must be different from all others and must be remembered and used on all APT forms.
3. Print your permanent mailing address on the second line.
4. Enter your telephone numbers on the third line.
5. School District Employees: Print the name of the county, district, and school in which you are employed under 'School District'. Do not complete the section under 'College or University'.
6. College or University Employees: Complete the section under 'College or University' but do not complete the section under 'School District'.
7. Student Teachers: Print the name of the county, district, and school to which you have been assigned for student teaching under 'School District'. Also print the name of the college or university in which you are enrolled under 'College or University'.
8. Classification of Observer: Circle all of the numbers that apply.
9. Classification of Teacher to Be Observed: Circle only one number.
10. Age, Sex, and Race: Circle only one number in each category.
11. Experience: The present school year is to be included when determining the total years of educational employment. Student teachers should write 'zero years'.
12. Certification: Individuals who are certified should enter the appropriate code(s) for their area(s) of certification from the list provided. Teachers who have not yet received a certificate but have met all requirements and applied for a certificate should record the code(s) for the certificate they anticipate receiving. Persons who are employed on an out-of-field teaching permit should record their certification code(s) and circle 'Teaching on permit'. Student teachers should record the code(s) for the area(s) in which they are preparing to become certified and circle 'Not certified in SC'.

## APT SCHEDULE SHEET

Teacher ______________________ ID Number ______________

School ______________________ Room Number ______ Subject ______________

District ______________________

Orientation Session Attended ______________ (Date)

APT Instrument and Forms Received ______________ (Date)

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**SCHEDULE (To be completed by the teacher prior to observations)**

1st Observation ________ (Date) ____/____ (Times)

Planning Sheet ________ (Date) ________ (Time)

2nd Observation ________ (Date) ____/____ (Times)

Planning Sheet ________ (Date) ________ (Time)

3rd Observation ________ (Date) ____/____ (Times)

Planning Sheet ________ (Date) ________ (Time)

**OBSERVERS (To be completed by the evaluator prior to observations)**

The dates verified are acceptable.

1st Observer ______________________

2nd Observer ______________________

3rd Observer ______________________

______________________
Evaluator's Signature

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### CONFIRMATION

(To be completed by the teacher following observations and conference )

1st Observation ________ (Date) ____/____ (Times) Observer ______________________

2nd Observation ________ (Date) ____/____ (Times) Observer ______________________

3rd Observation ________ (Date) ____/____ (Times) Observer ______________________

Conference ________ (Date) Evaluator ______________________

I verify that all observers completed my assessments as scheduled.

______________________ Teacher's Signature ______________ Date

Comments ______________________________________________

______________________________________________________

## APT PLANNING SHEET

**Teacher's Name** ______________________ **ID Number** ______________

**School** ______________________ **Room Number** ______ **Date of observation** ______________

**Observer's Name** ______________________ **Observation time begins** __________ **ends** __________

**Grade Level** __________ **Subject** ______________________________

Please write in complete sentences so that PD 4 i can be rated using this information.

| | | |
|---|---|---|
| **Objectives for the lesson**<br>(What the students will learn) | **Instructional procedures and materials for each objective**<br>(What will be done to achieve the objectives and the equipment or materials to be used) Briefly describe or attach any handouts. Underline or list materials needed. | **Assessment of each objective**<br>(How student progress will be measured) |
| | | |
| **Student Records can be seen by observer: (where)** ______________ **(when)** ______________ | | |

**Attach additional sheets if necessary and label sections.**

## APT OBSERVATION SHEET

Teacher ID No. ______________________ Grade Level ________ Subject ____________

Observer ID No. ______________________ Date ____________ Time ____________

(Write 'self' if prepared as self-evaluation.)

Scores: PD 1: _____ PD 2: _____ PD 3: _____ PD 4: _____ PD 5: _____ Total: _____

Directions: Use the *Assessments of Performance in Teaching: Observation Instrument* (APT Instrument) to complete this sheet. After reading the Planning Sheet and examining records (for PD 1) or observing the teaching demonstration (for PD 2-5), write a brief statement of evidence or lack of evidence after each observation. Then circle the letter in the column on the right if the skill or behavior was demonstrated or place an X over the letter if evidence did not support the demonstration. All observations must be scored. Write the total number of observation statements demonstrated for each Performance Dimension (PD) in the blanks above.

**Observation** **Evidence** **Demonstration**

**PD 1: PLANNING**

| | |
|---|---|
| a. outcomes stated | a. |
| b. objectives compatible | b. |
| c. procedures stated | c. |
| d. students involved | d. |
| e. materials stated | e. |
| f. differences planned | f. |
| g. objectives assessed | g. |
| h. progress recorded | h. |

**PD 2: INSTRUCTION**

| | |
|---|---|
| a. began promptly | a. |
| b. objectives addressed | b. |
| c. needs accommodated | c. |
| d. interest stimulated | d. |
| e. approaches varied | e. |
| f. size varied | f. |
| g. active opportunities | g. |
| h. application opportunities | h. |
| i. information obtained | i. |
| j. progress provided | j. |
| k. physical arrangement | k. |

**PD 3: MANAGEMENT**

| | |
|---|---|
| a. behavior established | a. |
| b. firm enforcement | b. |
| c. procedural confidence | c. |
| d. instruction continued | d. |

**PD 3: continued**

| | |
|---|---|
| e. disruptions addressed | e. |
| f. codes enforced | f. |
| g. inattentive involved | g. |
| h. special assistance | h. |
| i. strategies adjusted | i. |
| j. patient, poised | j. |
| k. fair, impartial | k. |

**PD 4: COMMUNICATION**

| | |
|---|---|
| a. instructional plan | a. |
| b. logical sequence | b. |
| c. understandable level | c. |
| d. explanations restated | d. |
| e. illustrations demonstrated | e. |
| f. knowledgeable authority | f. |
| g. information accurate | g. |
| h. legible writing | h. |

PD 4: continued

| | |
|---|---|
| i. written communication | i. |
| j. oral communication | j. |
| k. speech quality | k. |

PD 5: ATTITUDE

| | |
|---|---|
| a. courtesy modeled | a. |
| b. positive reinforcement | b. |
| c. expression encouraged | c. |
| d. learning personalized | d. |
| e. supportive corrections | e. |
| f. reasons given | f. |
| g. value communicated | g. |
| h. enthusiasm communicated | h. |
| i. open-mindedness | i. |
| j. humor acknowledged | j. |

# APT CONFERENCE SHEET

Teacher Observed ______________________________ ID Number ______________________

District ______________________________ School ______________________

Conference Date ______________

| | PD 1 | PD 2 | PD 3 | PD 4 | PD 5 |
|---|---|---|---|---|---|
| Performance Dimension Standard: | 18 | 26 | 28 | 29 | 21 |
| Total Credit from Observers: | ____ | ____ | ____ | ____ | ____ |
| Performance Dimension Demonstrated: | yes<br>no | yes<br>no | yes<br>no | yes<br>no | yes<br>no |

**Analysis of Performance Dimension 1:**

**Strengths** **Weaknesses**

| | credit from three observations | | | credit from two observations | | | credit from one observation | | | no credit from three observations | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | observer | self | | observer | self | | observer | self | | observer | self |
| a. | | | a. | | | a. | | | a. | | |
| b. | | | b. | | | b. | | | b. | | |
| c. | | | c. | | | c. | | | c. | | |
| d. | | | d. | | | d. | | | d. | | |
| e. | | | e. | | | e. | | | e. | | |
| f. | | | f. | | | f. | | | f. | | |
| g. | | | g. | | | g. | | | g. | | |
| h. | | | h. | | | h. | | | h. | | |

**Analysis of Performance Dimension 2:**

**Strengths** **Weaknesses**

| | credit from three observations | | | credit from two observations | | | credit from one observation | | | no credit from three observations | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | observer | self | | observer | self | | observer | self | | observer | self |
| a. | | | a. | | | a. | | | a. | | |
| b. | | | b. | | | b. | | | b. | | |
| c. | | | c. | | | c. | | | c. | | |
| d. | | | d. | | | d. | | | d. | | |
| e. | | | e. | | | e. | | | e. | | |
| f. | | | f. | | | f. | | | f. | | |
| g. | | | g. | | | g. | | | g. | | |
| h. | | | h. | | | h. | | | h. | | |
| i. | | | i. | | | i. | | | i. | | |
| j. | | | j. | | | j. | | | j. | | |
| k. | | | k. | | | k. | | | k. | | |

**Analysis of Performance Dimension 3:**

| | Strengths | | | | | | Weaknesses | |
|---|---|---|---|---|---|---|---|---|
| | credit from three observations | | credit from two observations | | credit from one observation | | no credit from three observations | |
| | observer | self | observer | self | observer | self | observer | self |
| a. | | | | | | | | |
| b. | | | | | | | | |
| c. | | | | | | | | |
| d. | | | | | | | | |
| e. | | | | | | | | |
| f. | | | | | | | | |
| g. | | | | | | | | |
| h. | | | | | | | | |
| i. | | | | | | | | |
| j. | | | | | | | | |
| k. | | | | | | | | |

**Analysis of Performance Dimension 4:**

| | Strengths | | | | | | Weaknesses | |
|---|---|---|---|---|---|---|---|---|
| | credit from three observations | | credit from two observations | | credit from one observation | | no credit from three observations | |
| | observer | self | observer | self | observer | self | observer | self |
| a. | | | | | | | | |
| b. | | | | | | | | |
| c. | | | | | | | | |
| d. | | | | | | | | |
| e. | | | | | | | | |
| f. | | | | | | | | |
| g. | | | | | | | | |
| h. | | | | | | | | |
| i. | | | | | | | | |
| j. | | | | | | | | |
| k. | | | | | | | | |

**Analysis of Performance Dimension 5:**

| | Strengths | | | | | | Weaknesses | |
|---|---|---|---|---|---|---|---|---|
| | credit from three observations | | credit from two observations | | credit from one observation | | no credit from three observations | |
| | observer | self | observer | self | observer | self | observer | self |
| a. | | | | | | | | |
| b. | | | | | | | | |
| c. | | | | | | | | |
| d. | | | | | | | | |
| e. | | | | | | | | |
| f. | | | | | | | | |
| g. | | | | | | | | |
| h. | | | | | | | | |
| i. | | | | | | | | |
| j. | | | | | | | | |

**Verification that the conference was held and that the results of the evaluation were received by the teacher:**

**Teacher** ______________________ (signature) **Evaluator** ______________________ (signature)

# Assessments of Performance in Teaching

## Training Manual

# Assessments of Performance in Teaching
# Training Manual

March 1982

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## Training Manual

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*The Planning Sheets and Keys are test secure materials and are distibuted *only* to ***endorsed field coordinators***.

**These materials are test secure and are distibuted *only* to ***trainers*** of field coordinators.

# INTRODUCTION

The Educator Improvement Act (Act 187) requires the evaluation of provisional contract teachers, trades and industrial (T&I) annual contract teachers, and student teachers by trained observers using the classroom observational instrument developed in accordance with this legislation. Section 3(b)(6) of Act 187 of the 1979 South Carolina General Assembly mandates the development of:

> . . . a training program for observer reliability in using the instrument developed in Section 3(b)(3) . . .[and] policies and procedures to insure that all observers who use the instrument have had the reliability training prior to use of the evaluation instrument.

The act further states in Section 3(g)(3) and Section 2(i) that "all observers who use the instrument shall receive reliability training." The program presented in this manual is designed to prepare observers to make accurate classroom observations using the ***Assessments of Performance in Teaching: Observation Instrument*** (APT Instrument).

To maintain consistency in the training program and to insure observer reliability in the field, the training sessions must be conducted as prescribed by the ***Assessments of Performance in Teaching: Training Manual*** (APT Training Manual). The procedures for training described in this manual must be used for endorsement. Since several hundred people were trained prior to this revision of the APT training program, only selected segments are to be used for renewal of endorsements. Special requirements for these abbreviated training sessions appear in this manual. All sessions must be conducted by trainers or field coordinators who have completed the revised APT training program using the most recent APT Instrument.

In addition to the instructions for conducting the training sessions, the APT Training Manual contains pertinent information concerning preparation for training, leading an orientation session, scheduling observations, conducting observations and post-observation conferences, and management of data.

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## PREPARATION FOR THE APT TRAINING PROGRAM

### Types of Training Sessions

There are four types of training sessions with six segments comprising the entire training program. The four categories of participants to be trained are field coordinators seeking initial endorsement, field coordinators seeking renewal of endorsement, observers seeking initial endorsement, and observers seeking renewal of endorsement. The basic difference in the four types of sessions is not in the content of the segments but rather in the specific segments which are required for the groups of participants. Additionally, there are components required in the sessions for field coordinators which are not required of observers.

The specific segments required for initial endorsement and endorsement renewal of observers and field coordinators are listed below in the descriptions of the four types of training sessions.

1. Training for Initial Endorsement of Field Coordinators

   Persons who were not endorsed as observers during the APT field study must successfully complete this training program to function as field coordinators. This program includes Segments 1, 2, 3, 4, 5, and 6. If participants successfully complete only Segments 1 through 5, they may serve as observers for APT observations conducted during the current school year but not as field coordinators.

2. Training for Initial Endorsement of Observers

   Persons who were not endorsed as observers during the APT field study must successfully complete this training session to serve as observers for APT observations conducted during the current school year. This program includes Segments 1, 2, 3, 4, and (if necessary) 5.

3. Training for Renewal of Field Coordinator Endorsement

   This training program is designed for persons who successfully completed the training for field coordinators or observers during the APT field study. This program includes Segments 1, 4, (if necessary) 5, and 6. If participants successfully complete only Segments 1, 4, and 5, they may serve as observers for the APT observations conducted during the current school year and not as field coordinators.

4. Training for Renewal of Observer Endorsement

   Observers who completed the APT field study training program must obtain endorsement renewal through successful completion of this training program to be eligible as observers for the current school year. This program includes Segments 1, 4, and (if necessary) 5.

### Trainers

Trainers identified by the state who have completed the entire revised APT training program using the most recent APT Instrument will conduct training sessions for field coordinators. Trainers or field coordinators will conduct training sessions for observers.

### Security of the Training Program

All trainers and field coordinators have the responsibility of maintaining the security of the APT training program. Only those individuals who are to be trained as observers or field coordinators are to be admitted to Segments 2 through 6. Segment 1 is the only segment to which nonparticipants may be admitted since answer keys are revealed in other segments. Taping of training sessions is not to be permitted. However, copies may be made of any materials used in the training program except for the Keys to Training Observations, Evidence Scoring Sheets, and Keys to Evidence Scoring Sheets. Planning Sheets, student records, and videotapes used in Segments 2 through 5 must not be used for purposes other than the APT training program and security must also be maintained for these materials.

APT Training Manuals containing answer keys are confidential and, therefore, available only to trainers and field coordinators. The manuals will be distributed to participants during training sessions for field coordinators and trainers. Endorsed field coordinators will receive copies of the answer keys to add to their manuals at the end of the session. Security of the training program must be maintained by persons who receive copies of the APT Training Manual.

## Identification and Responsibilities of Field Coordinators

Superintendents and deans will designate at least one representative with the organizational and leadership skills to serve as a field coordinator. The field coordinators will attend training sessions to obtain the information needed to conduct training sessions for observers. Field coordinators and trainers will conduct local training sessions in teams. Each team must be composed of at least two persons. At least one person who is not an employee of the school district or institution where observers are being trained must be a part of the team conducting the training session.

One individual should be identified in each public school district and each institution of higher education as the lead field coordinator of APT activities. This person will be appointed by the superintendent or dean. Responsibilities of lead field coordinators are as follows:

### Lead Field Coordinators of School Districts

1. Identify observers for provisional contract teachers and trades and industrial (T&I) annual contract teachers to be observed.
2. Schedule a training session for district office administrators, experienced teachers, and principals who will serve as observers in the district.
3. Identify provisional contract teachers and T&I annual contract teachers to be observed.
4. Schedule and coordinate the orientation session for provisional contract teachers and T&I annual contract teachers. (Approximately four hours will be needed for the orientation session.)
5. Notify provisional contract teachers and T&I annual contract teachers of the orientation session.
6. Monitor the scheduling of observational and conference activities for provisional contract teachers and T&I annual contract teachers.

### Lead Field Coordinators of Colleges and Universities

1. Identify observers for student teachers to be observed.
2. Schedule training sessions for cooperating classroom teachers and student teacher supervisors who will serve along with principals (or their designees) as observers of student teachers.
3. Identify student teachers to be observed.
4. Schedule and coordinate the orientation session for student teachers. (Approximately four hours will be needed for the orientation session.)
5. Notify student teachers of the orientation session.
6. Monitor the scheduling of observational and conference activities for student teachers.

## Endorsement of Field Coordinators

1. Attendance

   To receive initial endorsement as field coordinators, individuals must attend all segments (1-6) of the training program. Attendance during Segments 1, 4, 6, and (if necessary) 5 is required for renewal of endorsement as a field coordinator. If participants fail to meet the attendance requirements, they should not continue to participate in the remainder of the training program.

2. Accuracy Score

   Field coordinators must achieve the accuracy score on one of two criterion observations for initial endorsement or renewal of endorsement. The accuracy standard may be achieved in either Segment 4 or Segment 5.

3. Qualification as Scorers

   For initial field coordinator endorsement and renewal of endorsement as a field coordinator, an individual must qualify as a scorer of APT Observation Sheets. Scorer training and qualifying occur during Segment 6.

## Identification of Observers

All observers using the APT Instrument must be trained to meet standards of reliable accuracy. Some terms and aspects of procedures will need definition, practice, and understanding available only through the training program. The observers should have extensive experience in education before the training begins. As experienced educators the observers will bring with them a level of expertise to make judgmental decisions as to the adequacy of evidence for the demonstrations.

Evaluations of beginning teachers will require a team of three observers: a district office administrator, an experienced teacher, and a principal. For student teachers the evaluation team must be composed of the cooperating classroom teacher, the college or university supervisor, and the principal or the principal's designee. The number of observers to be trained is determined by the number of provisional contract teachers and T&I annual contract teachers in a district or student teachers in an institution of higher education.

## Endorsement of Observers

1. Attendance

   To receive initial endorsement as observers, individuals must attend Segments 1, 2, 3, 4, and (if necessary) 5 of the training program. Attendance during Segments 1, 4, and (if necessary) 5 is required for renewal of endorsement as observers. If participants fail to meet the attendance requirements, they should not continue to participate in the remainder of the training program.

2. Accuracy Score

   Observers must achieve an accuracy score on one of the two criterion observations for initial endorsement or renewal of endorsement. The accuracy standard may be achieved in either Segment 4 or 5. If the standard is not attained on the second attempt (in Segment 5), the individual will not be endorsed as an observer.

## Completion of the Training Sheet

Training Sheets will be used to record attendance, performance on the criterion observations, and endorsement or renewal of endorsement as observers or field coordinators. There are four types of Training Sheets:

Training Sheet for Initial Endorsement of Observers
Training Sheet for Initial Endorsement of Field Coordinators
Training Sheet for Renewal of Observer Endorsement
Training Sheet for Renewal of Field Coordinator Endorsement

Instructions for completing the Training Sheets are as follows:

1. List the name and ID number of each participant who attends a training session on the appropriate Training Sheet.
2. Record attendance of participants by writing the date the individual attended a particular segment. If a segment is divided, attendance is to be recorded for each portion of the segment. 'Absent' is to be written if a participant does not attend the segment or any portion of the segment. Participants must attend each of the segments designated on the appropriate Training Sheet to receive initial endorsement or renewal of endorsement as observers or field coordinators. If participants fail to meet the attendance requirements, they should not continue to participate in the training program.
3. Record accuracy scores of participants on the first criterion observation in the column labeled '1st Criterion Observation'. The participant's raw score is to be recorded in this column rather than the percentage of correct responses.
4. Initial the 'Observer Endorsement' column if a participant's raw score is 41 or higher and the participant has met attendance requirements.
5. Record accuracy scores of those participants attending Segment 5 for the second criterion observation. Scores are to be recorded in the column labeled '2nd Criterion Observation' in the manner described above for the first criterion observation. Participants who score below 41 on the first criterion observation must meet the accuracy standard during Segment 5 to receive endorsement. School districts and institutions of higher education have the option of requiring all of their participants to attend Segment 5 if additional practice is desired.
6. Initial the 'Observer Endorsement' column for those participants who attain the accuracy score of 41 that did not achieve the standard on the first criterion observation and meet the attendance requirements.
7. Draw a line through the names of those participants listed on the Training Sheet who either scored below 41 on both criterion observations or did not meet the attendance requirements. These individuals, therefore, are not endorsed as APT observers.
8. Initial the 'Field Coordinator' column for those persons who met the attendance requirements for initial endorsement as field coordinators, achieved the standard for scoring Observation Sheets, and recieved endorsement as observers.
9. Initial the 'Renewal of Field Coordinator Endorsement' column for those persons who met attendance requirements for renewal of endorsement as field coordinators, achieved the standard for scoring Observation Sheets, and received renewal of endorsement as observers.
10. Make a copy of each Training Sheet used. File this copy in the appropriate administrative office at the school district or institution of higher education to maintain a record of endorsements.

### Provision of Materials and Facilities

The materials needed for APT training and observations are listed according to the activity involved. Some materials are listed more than once because they will be distributed to different participants for training, orientation, and observations.

Materials for Training Sessions for ***Observers***:

1. Training Sheet for Initial Endorsement of Observers (one sheet per 16 participants)
2. Training Sheet for Renewal of Observer Endorsement (one sheet per 16 participants)
3. Demographic Sheets and Specialization Codes (one per participant)
4. APT Observation Instruments (one per participant)
5. Sample School Codes (one per participant)

6. Sample Planning Sheets and Student Records for each training tape (one set per participant)
7. Composite Observation Sheets (one per participant)
8. Key to Composite Demonstrations (one set per participant)
9. Training Tapes (one set of five tapes - Composite Demonstrations, Elementary Language Arts, Secondary Biology, Secondary Social Studies, Elementary Art)
10. Post-Observation Conference Instructions (one set per participant)
11. Orientation Session Instructions (one set per participant)
12. Observation Sheets for recording four observations during training (four per participant)
13. Round-Table Charts for each Performance Dimension on two observations (10 per trainer)

Materials for Training Sessions for ***Field Coordinators***:

All of the materials listed above will be needed for training field coordinators plus the following additional materials.

14. APT Training Manuals containing the Introduction, Preparation for the APT Training Program, Segments 1-5, and Appendices A-I (one per participant)
15. Training Sheet for Initial Endorsement of Field Coordinators (one sheet per 16 participants)
16. Training Sheet for Renewal of Field Coordinator Endorsement (one sheet per 16 participants)
17. Key to Training Observations: Secondary Biology, divided by PD (one PD per participant)
18. Evidence Scoring Sheets for two practice rounds and two qualifying rounds (one set per participant)
19. APT Training Manual Appendix J: Planning Sheets and Keys to Training Observations (one per endorsed field coordinator)

Materials for state ***Trainers***

All of the materials listed above will be needed for training field coordinators plus the following additional materials.

20. Supplement for Trainers of Field Coordinators including Segment 1 Instructions, Segment 3 Instructions, Segment 6, and Appendix K, Keys to Evidence Scoring Sheets (one set per trainer)

Materials for Orientation Sessions

1. Demographic Sheets and Specialization Codes (one per teacher to be observed)
2. APT Instruments (one per teacher to be observed)
3. Sample School Codes (one per teacher to be observed)
4. Kindergarten Planning Sheet and Student Records (one per teacher to be observed)
5. Composite Observation Sheets (one per teacher to be observed)
6. Training Tape (Composite Demonstration)
7. Key to Composite Demonstrations (one per leader of orientation session)
8. Planning Sheets --blank (three per teacher to be observed)
9. Observation Sheets for teacher's self-evaluations (three per teacher to be observed)
10. Schedule Sheets (one per teacher to be observed)

Materials for Observations and Conferences

1. Observation Sheets for observers (three per teacher to be observed)
2. Conference Sheets for evaluator (one per student teacher to be observed by college supervisor and one per provisional contract teacher and T&I annual contract teacher to be observed by the principal or director)

The districts or institutions will provide the following materials, facilities, and services for all APT training sessions.

1. Videotape equipment (Multiple synchronized color monitors are recommended to provide better viewing and to insure the continuation of the session in the event of equipment malfunction.)

2. Room arrangements to accommodate large group and smaller round-table groups (After receiving instructions or viewing a videotape as a large group, the smaller groups, no larger than 10, will participate in round-table activities with one or more field coordinators. If the entire goup has at least 10 participants, it should be divided into two round-table groups. There should be at least one field coordinator for each round-table group. If possible, groups should be separated sufficiently to decrease the interference created by discussions at adjacent tables.)
3. Pencils for participants to record observations
4. Markers for field coordinators to complete Round-Table Charts
5. Dictionary (one per training session)

### Schedule for Training Sessions

Scheduling the training sessions may be facilitated if different categories of participants attend certain segments of the same session. For example, it is not necessary to schedule a different training session for initial endorsement of observers and for renewal of observer endorsement if the participants attend the appropriate required segments. However, if no new observers are needed by a district or institution, only the required segments for renewal of observer endorsement need to be offered in the training session.

The segments may be scheduled in a continuous block of time, over several one-half day meetings, or in afternoon/evening sessions. In some instances arranging 4 or 5-hour blocks of time may not be possible. The segments outlined on the next page may be divided into smaller units of time with certain constraints. During Segments 2, 3, 4, and 5, time must be allowed for participants to record observations immediately after reading the Planning Sheet and for them to record observations immediately after viewing the videotape. Breaks should be allowed only after evidence and credit have been recorded. If any of the segments are divided, the time lapse between recording observations and the round-table discussion of ratings should be minimal. Conducting a complete segment with very little time lapse will prevent the need to refresh participants' memories by replaying the tape.

**Agenda for the Training Program**

| | | |
|---|---|---|
| Segment 1: | | INTRODUCTION TO APT |
| | 35 mins. | Introduction of Participants<br>Purpose<br>Requirements for Observer Endorsement<br>Rationale and Assumptions<br>Organization and Format of APT Instrument |
| | 2 hrs. 55 mins. | Explanation of Performance Dimensions and Observation Statements |
| | 1 hr. | Procedures for APT Observations<br>Identification of Observers<br>Identification of Teachers to be Observed<br>Planning Sheets<br>Scheduling Observations<br>Observations<br>Self-Evaluations<br>Post-Observation Conference<br>APT Orientation Session |
| Total | 4 hrs. 30 mins. | |
| Segment 2: | | PRACTICE OBSERVATION: ELEMENTARY LANGUAGE ARTS |
| | 1 hr. 15 mins. | Explanation of APT Round-Table Procedure<br>Review of Plans<br>PD 1 Observations<br>Round-Table Procedure PD 1 |
| | 1 hr. 35 mins. | Classroom Demonstration<br>PD 2-5 Observations |
| | 2 hrs. 40 mins. | Round-Table Procedure PD 2-5 |
| Total | 5 hrs. 30 mins. | |
| Segment 3: | | PRACTICE OBSERVATION: SECONDARY BIOLOGY |
| | 1 hr. | Review of Plans<br>PD 1 Observations<br>Round-Table Procedure PD 1 |
| | 1 hr. 40 mins. | Classroom Demonstration<br>PD 2-5 Observations |
| | 2 hrs. 20 mins. | Round-Table Procedure PD 2-5 |
| Total | 5 hrs. | |

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| Segment 4: | | CRITERION OBSERVATION: SECONDARY SOCIAL STUDIES |
| | 1 hr. 40 mins. | Review of Accuracy Criteria<br>Review of Plans<br>PD 1 Observations<br>Classroom Demonstration<br>PD 2-5 Observations |
| | 1 hr. 20 mins. | Break for Field Coordinators to Score Observation Sheets |
| | 1 hr. | Presentation of Evidence |
| Total | 4 hrs. | |

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| Segment 5: | | CRITERION OBSERVATION: ELEMENTARY ART |
| | 1 hr. 30 mins. | Review of Plans<br>PD 1 Observations<br>Classroom Demonstration<br>PD 2-5 Observations |
| | 1 hr. 20 mins. | Break for Field Coordinators to Score Observation Sheets |
| | 1 hr. | Presentation of Evidence |
| Total | 3 hrs. 50 mins. | |

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| Segment 6: | | FIELD COORDINATOR TRAINING AND QUALIFYING<br>(for field coordinators only) |
| | 3 hrs. | Purpose<br>Explanation of Scoring Procedures<br>Scorer Training<br>Scorer Qualifying |
| | 1 hr. | Preparing for APT Training Sessions |
| Total | 4 hrs. | |

## THE TRAINING SESSION

**Segment 1: Introduction to APT**

The initial introduction of Assessments of Performance in Teaching (APT) provides an overview of the instrument and procedures.

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| 5 mins. | **Introduction of field coordinators and participants**<br>(For training field coordinators, see Instructions for Segment 1: Training of Field Coordinators on page 32.) | Training Sheet |
| 5 mins. | The following brief overview of the purpose for the training program is given by field coordinators.<br>The Educator Improvement Act (Act 187) requires the evaluation of provisional contract teachers, trades and industrial (T&I) annual contract teachers, and student teachers by trained observers using the classroom observational instrument developed in accordance with this Act. This Act also states that "all observers who use the instrument shall have had the reliability training prior to the use of the evaluation instrument." [Section 3(b)(6)] The APT training program is designed to prepare observers to make accurate classroom observations using the ***Assessments of Performance in Teaching: Observation Instrument*** (APT Instrument). | Seating: Large Group |
| 5 mins. | **Completion of Demographic Sheets**<br>The directions on the back of the sheet should be explained to individuals completing the sheet. | Demographic Sheets<br>Specialization Codes |
| 5 mins. | **Requirements for observer endorsement**<br>(For training of field coordinators, see requirements for endorsement of field coordinators in Instructions for Segment 1: Training of Field Coordinators on page 32.)<br>The field coordinators state the two requirements for endorsement as observers.<br>1. Attendance at all of the required segments is necessary for endorsement. Only those participants who have not met the accuracy standard during Segment 4 will be required to attend Segment 5. All participants attend Segments 1, 2, 3, and 4.<br>2. An accuracy standard of 41 out of a possible total of 51 correct observations with ***correct accompanying evidence*** on a criterion lesson will be required for participants to be endorsed as observers. | |

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Segment 1

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| 5 mins. | **Rationale and assumptions of the APT Instrument**<br>A field coordinator must present the information given below in items 1-8 to participants. The field coordinator should study carefully the information in this section prior to the training session to avoid reading each word to participants.<br>1. The APT Instrument is designed to measure minimal competence of beginning teachers and student teachers--not proficiency.<br>2. Since the APT Instrument measures only minimal competence, the skills and behaviors contained in the APT Instrument are not the only criteria to be considered in the total evaluation of teaching.<br>3. In order to indicate the ability to perform the minimal teaching skills and behaviors, the teacher is expected to prepare and present a 'showcase' model of instruction. This allows teachers to demonstrate that they are able to perform the teaching skills and behaviors included in the APT Instrument upon request.<br>4. Unscheduled observations do not provide teachers the opportunity to prepare a model lesson.<br>5. Teachers must be informed of their responsibilities to prepare a lesson to demonstrate that they possess certain identified essential skills in teaching. The intent of APT is not trick teachers but to provide means for teachers to demonstrate their ability.<br>6. The teacher may choose any one of a number of reasonably acceptable techniques for satisfactory demonstration of an observation statement. For example, there are many different ways to involve students actively in the lesson.<br>7. The focus of the APT Instrument is on the actions of the teacher.<br>8. Observers must see evidence of the demonstration of a skill or behavior during the observational period to give credit for an observation statement. | |
| | Copies of the APT Instrument are distributed and participants are directed to pages 1-4 of the APT Instrument for additional information on the rationale and assumptions of the instrument. | APT Instrument |
| 10 mins. | **Brief overview of the organization and format of the entire APT Instrument**<br>The participants look at Performance Dimension 1 as an example while the field coordinators describe the structure and use of the APT Instrument. | APT Instrument Page 6 |

Segment 1

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | 1. The APT Instrument is divided into five Performance Dimensions.<br>2. Each Performance Dimension (PD) is measured by eight to eleven observation statements.<br>3. Each observation statement on the left requires a yes/no decision with supporting evidence for credit or no credit.<br>4. The explanations in the column to the right include definitions, explications, and examples of the observation statements.<br>5. A description of the evidence which must be cited for each observation statement is given in brackets beneath each explanation.<br>6. Because of differences in the skills necessary to measure minimal competence, there are some observation statements that may be demonstrated by one example, some that must be demonstrated throughout the lesson, and others that will not receive credit if there is any exception to the described behaviors.<br>7. Each PD will need to be satisfactorily performed by a teacher. Satisfactory performance requires the demonstration of the number of observation statements needed to meet the standard for a given PD. (Standards are given on the Conference Sheet.) | |
| | The field coordinator briefly guides the participants through the APT Instrument giving the following general characteristics addressed by each PD and indicating the location and number of observation statements that measure each PD. | |
| | PD 1: A competent beginning teacher plans learning activities to meet objectives and student needs.<br>The emphasis is on the teacher's ability to plan opportunities for students to acquire intended knowledge or skills.<br>Observations for this PD are recorded after the observer reviews the Planning Sheet and records of student progress.<br>There are eight observation statements for this PD. | APT Instrument Page 6 |
| | PD 2: A competent beginning teacher fulfills instructional responsibilities.<br>The presentation of learning experiences is considered in this PD.<br>There are eleven observation statements. | APT Instrument Page 8 |
| | PD 3: A competent beginning teacher uses professional classroom management techniques to assist students in learning. | APT Instrument Page 11 |

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| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | This PD addresses the techniques or methods used by the teacher to engage students in learning. Eleven observation statements describe this PD. | |
| | PD 4: A competent beginning teacher communicates acceptably. | APT Instrument<br>Page 14 |
| | Two aspects of communication are encompassed by this PD: communication which facilitates instruction and communication as a model for students. Indications for this competency are based on eleven observation statements. | |
| | PD 5: A competent beginning teacher demonstrates a positive attitude toward students and learning. | APT Instrument<br>Page 16 |
| | This PD assesses the teacher's ability to promote a psychological enviornment conducive to learning through the ten observation statements. | |
| | The field coordinator will identify the following sections of the APT Instrument by title only since a thorough explanation of these sections will be given later in the training. | APT Instrument |
| | 1. Supplementary Notes | Page 18 |
| | 2. Schedule Sheet | Page 22 |
| | 3. Planning Sheet | Page 23 |
| | Referring to the Observation Sheet in the APT Instrument, the field coordinator provides the following instructions for using the sheet. | APT Instrument<br>Page 24 |
| | 1. Information required in the first two lines at the top of the sheet is completed. | |
| | 2. Specific evidence must be given in the space provided for each observation made in the classroom or from the Planning Sheet. | |
| | 3. After evidence is cited, the letter in the column to the right is circled to indicate credit, or an X is placed over the letter to indicate no credit. | |
| | 4. The total number of observations in each PD for which a teacher is given credit is placed in the blank at the top of the first page to the right of each PD. | |
| | 5. For training purposes, the correct number of observations made by the observer during training will be placed in the upper right corner of the first page. | |
| 15 mins. | Break | |

Segment 1

| Approx-imate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | **Explanation of Performance Dimensions and observation statements**<br>The field coordinators may divide the responsibilities of explaining the Performance Dimensions. | |
| 30 mins. | PD 1: Participants refer to PD 1 in the APT Instrument. | APT Instrument Page 6 |
| | One of the field coordinators states the explanation of the PD to participants. Then a field coordinator reads each observation statement, allows participants time to read the explanation silently, and emphasizes important ideas giving special attention to acceptable evidence for skills demonstrated and not demonstrated. Additional examples may be given to further illustrate the observation statements. | |
| | Sample School Codes, Composite Observation Sheets, and Kindergarten Planning Sheets and student records are distributed.<br>Participants refer to their Composite Observation Sheets as a field coordinator gives all of the evidence written for PD 1 on the Key to Composite Demonstrations on page 71 of this manual. Participants should note that the standards for acceptable evidence do not require an exhaustive list. | Sample School Codes<br>Composite Observation Sheets<br>Kindergarten Planning Sheets and student records |
| | This general procedure should be followed for each PD and each observation statement. | |
| 30 mins. | PD 2: The explanation of PD 2 and each observation statement is given as described above for PD 1. | |
| | After the explanations of observation statements PD 2a - PD 2k have been given, participants view the first example on the Composite Demonstration Videotape, Kindergarten. | Composite Demonstration Videotape |
| | Evidence is given for each observation statement in PD 2. | |
| 30 mins. | PD 3: Explanations of the PD and observation statements are given as described for PD 1. | |
| | Upon completion of observation statements PD 3a - PD 3k, the second example on the Composite Demonstration Videotape, Elementary Physical Education, is shown to participants. | Composite Demonstration Videotape |
| | Evidence is given for each observation statement in PD 3. | |
| 30 mins. | PD 4: Explanations of the PD and observation statements are given as described for PD 1. Participants during training and observers in the field will be permitted to use a dictionary for observation statement PD 4i. | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | After a discussion of observation statements PD 4a - PD 4k, the third example on the Composite Demonstration Videotape, Secondary Math, is shown to participants. | Composite Demonstration Videotape |
| | Evidence is given for each observation statement in PD 4. | |
| 30 mins. | PD 5: Explanations of the PD and observation statements are given as described for PD 1. | |
| | After completion of observation statements PD 5a - PD 5j, the fourth example on the Composite Demonstration Videotape, Secondary Literature, is shown to participants. | Composite Demonstration Videotape |
| | Evidence is given for each observation statement in PD 5. | |
| | Participants are allowed to keep the materials distributed during this segment since the materials will be needed for orientation sessions. | |
| 10 mins. | Break | |
| 60 mins. | **Procedures for APT Observations** | |
| | Field coordinators should divide the responsibilities for presenting the procedural sections. Again, this information should not be read to participants. | |
| | 1. Identification of Observers | |
| | All observers using the APT Instrument must be trained to meet standards of reliable accuracy. Some terms and aspects of procedures will need definition, practice, and understanding available only through the training program. The observers should have had extensive experience in education before the training begins. As experienced educators the observers will bring with them a level of expertise to make judgmental decisions as to the adequacy of evidence in the demonstrations. | |
| | The number of observers to be trained is determined by the number of provisional contract teachers in a district or student teachers in an institution. Evaluations of beginning teachers will require a team of three observers: a district office administrator, an experienced teacher, and a principal. For student teachers, the evaluation team must be composed of the cooperating classroom teacher, the college or university supervisor, and the principal or the principal's designee. | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | 2. Identification of Teachers to be Observed<br>Act 187 specifies that:<br>. . . each student teacher shall be evaluated at least three times by a representative of the college or university in which the practice teacher is enrolled. The evaluation instrument to be used shall be the instrument developed for this purpose in compliance with Section 3 of this act. All observers who use the evaluation instrument shall receive reliability training. [Section 2(i)]<br>. . . each provisional teacher shall be evaluated at least three times by a representative of the school district. The evaluation instrument to be used shall be the one developed in accordance with Section 3 of this act. All observers who use the instrument shall receive reliability training under the program developed in accordance with Section 3 of this act. [Section 3(g)(3)]<br>Individuals with no prior teaching experience who have fulfilled South Carolina teacher certification requirements are eligible to receive a provisional contract. Certified teachers with all former experience in private schools in South Carolina receive provisional contracts. Persons who have only one year of teaching experience in a state other than South Carolina and have met requirements for teacher certification in South Carolina also receive a provisional contract. Act 187 states that certified teachers with more than one year of experience in a state other than South Carolina are eligible for annual contracts.<br>Act 187 as amended for trades and industrial education teachers requires that:<br>. . . such teachers may be employed by a school district for a maximum of five years under annual contracts prior to being employed under a continuing contract. Before being employed under a continuing contract these teachers shall . . . successfully complete the performance evaluations as required for all teachers who are employed under provisional contracts. [Section 1] | |
| | 3. Planning Sheets<br>A Planning Sheet is required of teachers to be observed because it is necessary for teachers to demonstrate that they are able to prepare for their lessons even though writing lesson plans may not be an ordinary procedure for all competent teachers. A different Planning Sheet must be prepared for each of the three observed lessons and given to the observer at least 30 minutes before the observation. Teachers must make a copy of the Plan- | APT Instrument<br>Page 23 |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | ning Sheet to use for their self-evalutions.<br>The teacher is to provide the information requested at the top of the Planning Sheet.<br>Objectives for the lesson are written in the first column of the Planning Sheet. If a teacher is planning for small group instruction, the objectives for a particular group are to be identified.<br>Instructional procedures and materials for each objective are written in the center portion of the Planning Sheet. Materials planned for use during the lesson are to be underlined or listed. Handouts that will be used must be attached.<br>Assessment procedures must be provided in the third column. Questions, specific items, or a list of behaviors are to be written or attached.<br>Observations for PD 1 are recorded after the observer reviews the Planning Sheet and student records.<br>4. Scheduling Observations<br>(Field coordinators explain the following guidelines before referring to the Schedule Sheet.)<br>a. Observations must not occur during the first 20 days of teaching.<br>b. The three initial evaluations must occur during a two-week time period and be completed by the end of the ninetieth teaching day.<br>c. The conference is to be held within one week following the third observation and should be scheduled by the evaluator.<br>d. Teachers who do not pass initially must be provided with remediation and a second set of three evaluations on all five Performance Dimensions before March 31.<br>e. Teachers who begin their initial year of teaching at a time in the school year that does not allow for three initial evaluations to take place prior to the end of the first 90 teaching days may still successfully complete their provisional contract year during that school year provided that: 1) they are initially evaluated three times prior to March 31; 2) they successfully demonstrate competence as a result of those initial evaluations; and 3) they are under contract for at least 90 teaching days during the year.<br>f. Teachers who begin their initial year of teaching at a time in the school year that does not allow for the initial three evaluations to take place prior to the end of the first 90 scheduled teaching days will receive no credit towards the provisional year experience if one or more of the following is true: 1) they are under contract less than 90 teaching days during the | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | year; 2) they are not initially observed three times prior to March 31; or 3) they do not successfully demonstrate competence as a result of the three initial observations. Teachers who do not receive credit toward the provisional year will, if reemployed by the district or employed by another district, be contracted as a first year provisional teacher with all provisions as stated. | |
| | (Field coordinators are to refer participants to the Schedule Sheet on page 22 during the following explanation of procedures for scheduling observations.) | APT Instrument<br>Page 22 |
| | The observation schedule is to be agreed upon at least one week before the first observation. | |
| | All of the information requested on the Schedule Sheet is to be completed by the teacher except the section labeled 'Observers'. The evaluator is responsible for completing this section. | |
| | Teachers provide the information needed at the top of the sheet. Teachers then select and enter the dates and times for their observations. They also record the dates and times the Planning Sheets will be available for the three observations. | |
| | The times for beginning the observational lessons are recorded to the left of the diagonal lines above 'Times'. The ending times are recorded to the right of the lines. It is essential that both beginning and ending times be given. At the secondary level, the entire class period should be included. | |
| | Schedule Sheets are submitted to the teacher's evaluator (principal of provisional teachers, director or principal of T&I teachers, and college supervisor of student teachers). The evaluator contacts the teacher's observers and determines the observer for the respective observational periods. Observers may be contacted by telephone when necessary. If there is a conflict in scheduling, the teacher should select another date and time. Names of observers for each lesson and the conference date are written on the Schedule Sheet by the evaluator. The evaluator records the pertinent information, signs the sheet, and returns it to the teacher. Teachers must receive this information no later than one week before the first observation. | |
| | The confirmation section of the sheet is completed by the teacher following each observation and the post-observation conference. Completed Schedule Sheets are returned to the teacher's evaluator who files the sheet with the teacher's Observation Sheets. | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | 5. Observations | |
| | Observations requiring special consideration: | |
| | For an explanation of observations for teachers who teach only single students and teachers of advanced foreign language classes see page 4 of the Introduction to the APT Observation Instrument. | APT Instrument Page 4 |
| | If teachers are teaching classes both in their field of specialization and out of that field, they are to be observed in their field of preparation. Also, if teachers have classes containing more than one student, they must not be observed during classes in which they teach only one student. | |
| | Length of observations: | |
| | The times indicated on the Schedule Sheet for beginning and ending an observation that were agreed upon by the teacher and the observer must be adhered to strictly. Teachers in secondary schools should include the beginning and ending times of the entire class period. The observational period is to be no less than 30 minutes and no longer than 60 minutes. The observer must be present for the entire observational period because late arrival or early departure may cause the observer to deny credit for demonstrations that occur at the beginning or end of the period. | |
| | Activities during observations: | |
| | Observers are permitted to record notes during the lesson to recall specific evidence when completing the Observation Sheet. If it does not interfere with instruction, the observer may move around the teaching area in an effort to hear precisely what the teacher is saying or to observe the teacher's actions. | |
| | Activities before and after observations: | |
| | The observer is responsible for requesting evidence to indicate that a record of individual student progress is maintained. A copy of records may be provided by the teacher, or the observer may examine charts or files before or after observation of the lesson. Evidence and credit for PD 1 are recorded prior to the classroom observation. Evidence and credit for PD 2 - PD 5 are recorded immediately after the observation. | |
| | The observer is permitted to confer informally with the teacher following the lesson. However, decisions on the attainment of performance standards for teaching competencies are made on the basis of the three evaluations. Therefore, the information | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | given pertains only to one observation and must be given as such. Observers submit their Observation Sheets to the evaluator by the day after an observation. | |
| | 6. Self-Evaluation | |
| | Each teacher is required to complete an Observation Sheet for each lesson observed. 'Self' should be written in the space for observer ID number. Self-evaluation ratings will be compared with observers' ratings during the post-observation conference. A self-evaluation sheet is completed by the teacher ***as soon as possible*** on the day of each observation. Provisional teachers submit these to their principal, T&I teachers submit them to their director or principal, and student teachers submit them to their college supervisor ***the day after each observation***. | |
| | 7. Post-Observation Conference | |
| | (Field coordinators distribute conference instructions and explain the instructions which are printed below.) | Post-Observation Conference Instructions |
| | The principal conducts the post-observation conference and will serve as the evaluator for provisional contract teachers. Either the principal or the director will serve as the evaluator of annual contract T&I teachers. The evaluator conducting the conference for student teachers will be the student teacher supervisor. The evaluator will hold a conference with each teacher observed within one week of the teacher's third observation. If possible, the other two observers should be present to interpret evidence cited during the observation. | |
| | The Conference Sheet is to be completed by the evaluator ***before*** the conference. | APT Instrument Page 28 |
| | Totals for Performance Dimensions: | |
| | The evaluator adds the total number of observation statements given credit by the three observers for ***each*** PD from the three observers' Observation Sheets. These numbers are recorded after 'Total Credit from Observers'. Standards must be met on all five Performance Dimensions for successful completion of the Assessments of Performance in Teaching. | |
| | Analysis of Performance Dimensions: | |
| | Strengths and weaknesses based on APT are determined by the evaluator through analysis of each PD. The columns on the Conference Sheet under 'Analysis of Performance Dimensions' are used to compile the results for each observation statement. The left of each column is used to compile the results from | |

| Approx-imate Time | Activity | Materials/ Arrangements |
|---|---|---|
|  | observers of three observations. The right of each column is used to compile results from teachers for three self-evaluations. The letters of the observation statements for which credit was given by ***all three observers*** are checked in the left section of the first column. In the right of the same column a check is entered for the observation statements receiving credit from the teacher on ***all three self-evaluations.***<br><br>The letters of observation statements that were given credit by two observers are checked in the second column. Letters of observation statements given credit by the teacher on two self-evaluations are likewise checked.<br><br>Those given credit by only one observer are checked in the third column. Also those given credit by the teacher on only one observation are checked.<br><br>Those observation statements for which the teacher received no credit during all three observations are checked in the left section under 'Weaknesses'. Observation statements which were given no credit by the teacher during the three self-evaluations are checked in the right section.<br><br>Priorities for remediation are given to the Performance Dimensions not demonstrated by the teacher. Determination of weaknesses in all PDs is based on the least demonstrated skills as determined by the three observers. Observation statements and specific evidence from the Observation Sheets are used to provide direction in assessing needs. Evaluators must make a judgment as to the scope of the remediation or staff development to be proposed. The objectives of the proposed remediation, a procedure for achieving all objectives, and assessment of the objectives should be written. Remediation could include such alternatives as college courses, in-service workshops, methodology textbooks, visits to other classrooms, or classroom exercises.<br><br>Conducting the conference:<br><br>Every effort is to be made to develop a positive atmosphere during the conference. The evaluator begins with a statement of the teacher's strengths. Then all of the information on the Conference Sheet is discussed with the teacher. The discussion includes Performance Dimension standards that were met and not met, strengths and weaknesses identified in the analysis of Performance Dimensions, and differences in credit given by observers and teachers observed. Observation statements and evidence from the Observation Sheets are used where specific examples are needed.<br><br>Remediation proposed by the evaluator is presented to the teacher following the analysis of Performance Dimensions. A copy of the proposed plan for remediation and the Conference Sheet are given to the teacher. The teacher and the evaluator |  |

Segment 1

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | sign the Conference Sheet to verify that the conference was held and that the teacher received the results of the evaluations. | |
| | 8. APT Orientation Session<br><br>(Field coordinators distribute the instructions for the APT Orientation Session and the Key to Composite Demonstrations to participants. Since the information presented in the orientation session is similar in scope and sequence to that covered in Segment 1 of the training program, the field coordinators do not need to explain the instructions in detail. However, the following comments should be given to participants.)<br><br>An orientation session on Assessments of Performance in Teaching must be provided for all provisional contract teachers, annual contract T&I teachers, and student teachers to be observed. Orientation sessions will be arranged by the lead field coordinator, but they may be conducted by any endorsed observer or field coordinator.<br><br>The length of the session will depend on the size of the group attending. The time involved is approximately four hours. The session may be divided into smaller blocks of time and may include portions of more than one day. Either group or individual sessions may be held.<br><br>Dates for the APT activities should be determined by the lead field coordinator prior to the session so that they can be given to the teachers. | Orientation Session Instructions<br>Key to Composite Demonstrations |
| Total 4½ Hours | | |

## Segment 2: Practice Observation: Elementary Language Arts

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | The attendance date is recorded on the Training Sheet by the field coordinators for each participant who attends. | Training Sheet |
| 10 mins. | **Explanation of round-table procedure** | Seating: Large group for initial explanation and viewing tape |
| | A field coordinator briefly explains the round-table procedure before beginning the activity. For each of the 51 observation statements the round-table procedure is conducted in the following manner. | |
| | 1. Participants study the Planning Sheet and student records (before scoring observation statements in PD 1) or view a training tape (before scoring observation statements in PD 2 - PD 5). | Round-table groups for other activities |
| | 2. Participants record observations on the Observation Sheet. | |
| | 3. Each participant, in turn around the table, states the evidence for a single observation statement and then tells whether or not the skill or behavior was demonstrated. For example, beginning with observation statement a, the round-table groups complete an entire round before beginning observation statement b. | |
| | 4. As the participants give their responses, the field coordinator records on the Round-Table Chart a mark under the 'O' column if credit was given or under the 'X' column if credit was not given. (The field coordinator makes mental note of misinterpretations and reasons for incorrect responses for later clarification.) | |
| | 5. The correct interpretation of each observation statement is given by the field coordinator after all participants have presented their evidence. (The response of the field coordinator should be focused on the interpretation of the observation statement and explanation. To avoid arguing or making participants feel defensive, specific examples of evidence given by individuals should not be used. A reminder of what constitutes *acceptable* evidence should be given since the criterion for endorsement includes scoring both evidence and demonstration of the skill.) | |
| | 6. The field coordinator displays the Round-Table Chart so that the participants can compare their observations with those of the group. If the group is in total agreement with the Key to Training Observations, a second round is not required for the observation statement. | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | 7. If any member of the group does not agree, all participants are asked to record in the right margin of the Observation Sheet a second score indicating whether or not the skill or behavior was demonstrated. | |
| | 8. Participants state their second round of evidence and their scores. | |
| | 9. During the second round the field coordinator records responses in the second column of the Round-Table Chart. | |
| | 10. At the end of the second round the field coordinator displays the chart. | |
| | 11. The evidence and correct answers are given from the Key to Training Observations in the manual. Although the list of evidence in the key may contain more information than can be written on the Observation Sheet, evidence from participants must be included within the list to be acceptable. The wording does not have to be identical to the key. If more than one evidence statement is given and one is clearly incorrect, the participant's answer is marked as incorrect. During the practice rounds in Segments 2 and 3, participants will score their own papers as the evidence and demonstration are given for each observation statement. Participants should use only their initial observations to determine their accuracy scores. As the correct evidence is read, the participants place a slash (/) over the letter of the observation statement on the *left* to indicate any disagreement with the Key to Training Observations. | |
| | **PD 1 Planning: Elementary Language Arts** | Observation Sheets<br>Elementary Language Arts Planning Sheets and student records |
| | Field coordinators distribute the Observation Sheets, the Planning Sheets, and student records for Elementary Language Arts. Participants write 'Language Arts' beside 'Subject' and their name in the upper right corner of the Observation Sheet. | |
| 20 mins. | 1. Participants study the Planning Sheet and student records. | |
| | 2. Participants record the evidence and demonstrations for PD 1a - PD 1h. Participants record the total number of observation statements for which they gave credit at the top of the Observation Sheet in the blank for PD 1. This blank will be used only for total credit given to the observed teacher. The training score of the participant will be recorded in the upper right corner under the observer's name. | |
| 45 mins. | 3. Participants and field coordinators follow round-table procedures 3 through 11 described above for each observation statement. For example, starting with PD 1a, all participants give their evidence and their score. The field coordinator then records responses | PD 1 Round-Table Chart |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | on the chart, gives interpretation when necessary, and displays the chart. Participants record a second score, if necessary, and state the evidence and score to the group. The field coordinator records the second round, displays the chart, and gives the list of acceptable evidence and correct answer from the Key to Training Observations in appendix J2. The round-table group then follows the same procedure for the remaining observation statements in PD 1. | Key to Training Observations: Elementary Language Arts |
| | **PD 2 - PD 5 Classroom Demonstration: Elementary Language Arts** | Elementary Language Arts Videotape |
| 35 mins. | 1. Participants view the videotape and take notes needed later for writing evidence. | |
| 45 mins. | 2. Participants record all observations for PD 2 - PD 5. The total number of observations circled for each PD should be written at the top of the Observation Sheet in the blanks beside each PD. | Dictionary |
| 15 mins. | Break | |
| 40 mins. | PD 2 Follow procedures 3 through 11 for each observation statement. | PD 2 Round-Table Chart |
| 40 mins. | PD 3 Follow procedures 3 through 11 for each observation statement. | PD 3 Round-Table Chart |
| 40 mins. | PD 4 Follow procedures 3 through 11 for each observation statement. | PD 4 Round-Table Chart |
| 40 mins. | PD 5 Follow procedures 3 through 11 for each observation statement. | PD 5 Round-Table Chart |
| | Participants count their total correct number of initial observations to determine their accuracy. They are to write this number in the upper right corner of the Observation Sheet beneath their name before submitting it to the field coordinator.<br>Field coordinators collect and count to verify the return of all Observation Sheets, Planning Sheets, and student records. Observation Sheets must be checked for specific statements of evidence. | |
| Total 5½ Hours | | |

### Segment 3: Practice Observation: Secondary Biology

The approximate time for activities is longer for this segment because the length of the tape is 55 minutes. (For training of field coordinators, see Instructions for Segment 3: Training of Field Coordinators on page 33.)

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | The attendance date should be recorded on the Training Sheet by field coordinators for each participant who attends. | Training Sheet |
| | **PD 1 Planning: Secondary Biology** | Seating: Round-table groups |
| | Field coordinators distribute the Observation Sheets, Planning Sheets, and student records for Secondary Biology. At the top of the Observation Sheet, participants write 'Biology' beside 'Subject' and their name in the upper right corner. | Observation Sheets<br>Secondary Biology Planning Sheets and student records |
| 20 mins. | 1. Participants study the Planning Sheets and student records. | |
| | 2. Participants record the evidence and demonstrations for PD 1a - PD 1h. | |
| 40 mins. | 3-11. Participants and field coordinators follow the APT round-table procedure described on page 23 for each observation statement. | PD 1 Round-Table Chart |
| | **PD 2 - PD 5 Classroom Demonstration: Secondary Biology** | |
| 55 mins. | 1. Participants view the videotape and take notes for later use when writing evidence. | Secondary Biology Videotape |
| 35 mins. | 2. Participants record all observations for PD 2 - PD 5. The total number of observation statements for which credit was given should be recorded at the top of the Observation Sheet in the blanks beside each PD. | Dictionary<br>Key to Training Observations: Secondary Biology |
| 10 mins. | Break | |
| 35 mins. | PD 2 Follow procedures 3 through 11 for each observation statement. | PD 2 Round-Table Chart |
| 35 mins. | PD 3 Follow procedures 3 through 11 for each observation statement. | PD 3 Round-Table Chart |
| 35 mins. | PD 4 Follow procedures 3 through 11 for each observation statement. | PD 4 Round-Table Chart |
| 35 mins. | PD 5 Follow procedures 3 through 11 for each observation statement. | PD 5 Round-Table Chart |
| | Participants count their total correct number of initial observations to determine their accuracy. They are to write this number in the upper right corner of the Observation Sheet beneath their name before submitting it to the field coordinator. | |

Segment 3

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | Field coordinators collect and count to verify the return of all Observation Sheets, Planning Sheets, and student records. Observation Sheets should be checked for specific statements of evidence. | |
| Total<br>5 hours | | |

**Segment 4: Criterion Observation: Secondary Social Studies**

The activities in this segment are arranged so that all observations are recorded and submitted to the field coordinators for scoring before any discussion occurs. The field coordinators score the Observation Sheets and record on the Training Sheet the number of observations correctly scored. If a participant's score is 41 or higher, the field coordinator will initial the 'Observer Endorsement' column. If participants score below 41 they must attend Segment 5.

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | The attendance date should be recorded on the Training Sheet by field coordinators for participants attending this segment. | Training Sheet |
| 5 mins. | **Review of accuracy criterion**<br>The field coordinator is to review the accuracy criterion for observer endorsement. Observers must achieve an accuracy score of 41 or more correct observations and evidence statements on one of the two criterion lessons for initial endorsement or renewal of endorsement. The accuracy standard may be achieved in either Segment 4 or 5. If the standard is not attained on the second attempt (in Segment 5), the individual will not be endorsed as an observer for APT observations. | Seating: Sufficient space for working individually |
| | **PD 1 Planning: Secondary Social Studies**<br>Field coordinators distribute Observation Sheets, Planning Sheets, and student records for Secondary Social Studies. | Observation Sheets<br>Secondary Social Studies Planning Sheets and student records |
| 15 mins. | 1. Participants study the Planning Sheet and student records. | |
| | 2. Participants provide the information at the top of the Observation Sheet and record observations PD 1a - PD 1h. | |
| | **PD 2 - PD 5 Classroom Demonstration: Secondary Social Studies** | |
| 45 mins. | 1. Participants view the videotape and take notes. | Secondary Social Studies Videotape |
| 35 mins. | 2. Participants record all observations for PD 2- PD 5. The total number of observations given credit in each PD should be recorded at the top of the Observation Sheet. The field coordinators must collect these sheets before the break. | Dictionary |
| 1 hr.<br>20 mins. | Break | |
| | [During the break field coordinators score the evidence and demonstration of each observation statement given on the participants' Observation Sheets using the Key to Training Observations. Field coordinators are to adhere to the procedures for scoring Observation Sheets presented in Segment 6. These procedures are repeated here as a reminder to field coordinators. | Key to Training Observations: Secondary Social Studies |
| | 1. Do not put any marks on the letter of the observation statement In the column on the LEFT if the evidence written and demonstration recorded are consistent with the Key to Training Observations. Do | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
|  | *not* consider misspelled words or errors in grammar that may be found on the Observation Sheet. Place a slash (/) over the letter if the evidence recorded on the Observation Sheet is missing, not discernible, incomprehensible, or inconsistent with the Key to Training Observations. The wording does not have to be identical to the key. If more than one evidence statement is given and one is clearly incorrect, the participant's answer is marked incorrect. A slash (/) is used also to indicate that the demonstration recorded on the Observation Sheet differs from the key. |  |
|  | 2. Count the total number of slashes placed over the letters of the observation statements in the column to the left. Subtract this number from 51 to determine the participant's accuracy score. |  |
|  | 3. Record the participant's accuracy score in the upper right corner of the Observation Sheet beneath the participant's name. Field coordinators record the participant's accuracy scores on the appropriate Training Sheet and initial the observer endorsement column of those participants who met the accuracy standard of 41 or higher during the first criterion observation.] | Training Sheet |
| 1 hr. | **Presentation of evidence** |  |
|  | Field coordinators return the Observation Sheets to participants for the presentation of correct answers. Participants are to be instructed NOT to change anything on their Observation Sheets. The participants should be able to determine from the number in the upper right corner of their sheets whether they achieved the accuracy standard on the first criterion observation. |  |
|  | A field coordinator reads to participants the evidence and whether credit was given for each observation statement on the Key to Training Observations. Individuals who question the key or the score on their Observation Sheets are to remain after the session and discuss this individually with field coordinators for resolution. |  |
|  | Field coordinators are to collect all Observation Sheets, Planning Sheets, and student records before dismissing participants from Segment 4. The sheets are to be counted before participants leave the session to verify that all sheets were returned. |  |
| Total 4 Hours |  |  |

**Segment 5: Criterion Observation: Elementary Art**

The activities in this segment are arranged so that all observations are recorded and submitted to the field coordinators for scoring before any discussion occurs. The field coordinators score the Observation Sheets and record on the Training Sheet the number of observations correctly scored. If the participant's score is 41 or higher, the field coordinator initials the 'Observer Endorsement' column of the Training Sheet. A line is to be drawn through the names of those participants who score below 41 and, therefore, are not endorsed as observers.

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | The attendance date should be recorded on the Training Sheet by field coordinators. | Training Sheet |
| | This is the only segment for which attendance is not required. Those observers who met accuracy standards during Segment 4 do not have to attend Segment 5. | Seating: Sufficient space for working individually |
| | **PD 1 Planning: Elementary Art** | |
| | Field coordinators distribute Observation Sheets, Planning Sheets, and student records for Elementary Art. | Observation Sheets<br>Elementary Art Planning Sheets and student records |
| 15 mins. | 1. Participants study Planning Sheet. | |
| | 2. Participants provide the information at the top of the Observation Sheet and record observations PD 1a - PD 1h. | |
| | **PD 2 - PD 5 Classroom Demonstration: Elementary Art** | |
| 30 mins. | 1. Participants view the videotape and take notes. | Elementary Art Videotape |
| 45 mins. | 2. Participants record all observations for PD 2 - PD 5. The total number of observations for which credit was given in each PD should be recorded at the top of the Observation Sheet. Participants submit their Observation Sheets to the field coordinators. The field coordinators must score Observation Sheets immediately. | Dictionary |
| 1 hr. 20 mins. | Break | |
| | [During the break field coordinators score the evidence and demonstration of each observation statement given on the participants' Observation Sheets using the Key to Training Observations. Field coordinators are to adhere to the procedures for scoring Observation Sheets presented in Segment 6. These procedures are reviewed for field coordinators in Segment 4 on page 28 of the APT Training Manual. On the appropriate Training Sheet field coordinators record the participants' accuracy scores and initial the observer endorsement column of those participants who met the accuracy standard of 41 or higher during the second criterion observation. A line is to be drawn through the names of those participants who score below 41 on both criterion observations and who, therefore, are not endorsed as APT observers.] | Key to Training Observations: Elementary Art<br>Training Sheet |

Segment 5

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| 1 hr. | **Presentation of evidence**<br>Field coordinators return the Observation Sheets to participants. Participants are to be instructed NOT to change anything on their Observation Sheets. The participants should be able to determine from the number in the upper right corner of their sheets whether they achieved the accuracy standard on the second criterion observation.<br>A field coordinator reads to participants the evidence and whether credit was given for each observation statement on the Key to Training Observations. Again, individuals who question the key or the score on their Observation Sheets are to remain after the session and discuss this individually with field coordinators for resolution.<br>Field coordinators are to collect all Observation Sheets, Planning Sheets, and student records before dismissing participants from Segment 5. Sheets must be counted before participants leave to verify that all sheets were returned. | |
| Total<br>3 hours<br>50 mins. | | |

## SUPPLEMENT FOR TRAINERS OF FIELD COORDINATORS*

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*The Supplement will be distributed only to trainers of field coordinators.

## INSTRUCTIONS FOR SEGMENT 1: TRAINING OF FIELD COORDINATORS

The information below will be needed only by trainers of field coordinators. This additional information should be used in conjunction with instructions given in Segment 1.

### Distribution of materials

Trainers distribute APT Instruments and Training Manuals as participants arrive. The manuals distributed at this time should contain only the Introduction, Segments 1 - 5, and Appendices A - I. Participants who are endorsed as field coordinators will receive Appendix J, Planning Sheets , student records, and Keys to Training Observations during Segment 6.

### Introductions

Following the introduction of field coordinators and trainers, the trainers should state that they will be modeling the performance that is expected of field coordinators during the local training sessions in Segments 1 - 5. In addition, field coordinators will receive training information during Segment 6 which is for field coordinators only.

### Identification and Responsibilities of Field Coordinators

Superintendents and deans will designate at least one representative with the organizational and leadership skills to serve as a field coordinator. The field coordinators will attend training sessions to obtain the information needed for conducting training sessions for observers. Field coordinators and trainers will conduct local training sessions in teams. Each team must be composed of a least two persons. At least one member of the team must be from outside the district or institution of higher education where observers are being trained.

### Endorsement of Field Coordinators

1. Attendance

   To receive initial endorsement as field coordinators, individuals must attend all segments (1 - 6) of the training program. Attendance during Segments 1, 4, 6, and (if necessary) Segment 5 is required for renewal of endorsement as a field coordinator. If participants fail to meet the attendance requirements, they should not continue to participate in the remainder of the training program.

2. Accuracy Score

   Field coordinators must achieve the accuracy score on one of two criterion observations for initial endorsement and renewal of endorsement. The accuracy standard may be achieved in either Segment 4 or Segment 5.

3. Qualification as Scorers

   For initial field coordinator endorsement and renewal of endorsement as a field coordinator, an individual must qualify as a scorer of APT Observation Sheets. Scorer training and qualifying occur during Segment 6.

## INSTRUCTIONS FOR SEGMENT 3: TRAINING OF FIELD COORDINATORS

Field coordinators are to practice conducting the round-table procedure during Segment 3. Each field coordinator should have the opportunity to conduct the round-table procedures for a Performance Dimension or a portion of a Performance Dimension. The Key to Training Observations for Secondary Biology should be divided by the trainers according to the number of field coordinators per table. The divided key should be distributed to field coordinators before Segment 3 so that they will have an opportunity to study the evidence statements. These should be collected and counted at the end of the segment to verify that all were returned.

**Segment 6: Field Coordinator Training and Qualifying**

Only those persons seeking initial endorsement or renewal of endorsement as field coordinators and who have achieved observer endorsement attend Segment 6. The participants must score 45 or higher during one of the two qualifying rounds to receive endorsement as a field coordinator.

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | The attendance date is recorded on the appropriate Training Sheet for each attending participant. | Training Sheet |
| 5 mins. | **Purpose of Segment 6**<br>A trainer gives the following purposes of Segment 6 to participants.<br>During training of observers assessment of evidence is included in the determination of the accuracy score of participants. To receive initial endorsement or renewal of endorsement as field coordinators, persons must fulfill attendance requirements, achieve endorsement as an observer, and achieve a score of 45 on one of two scorer qualifying rounds. Segment 6 is designed to prepare individuals for scoring written evidence during APT training sessions. Scorer qualifying occurs during Segment 6. All participants will attend both qualifying rounds for scoring practice even if they qualify on the first round. Instructions for conducting training sessions will be provided also. | Seating: Sufficient space for working individually |
| 10 mins. | **Explanation of Scoring Procedures**<br>A trainer briefly explains the following scoring procedures before the activities begin.<br>1. Participants write their name in the upper left corner of the Evidence Scoring Sheet.<br>2. Participants read each response on the Evidence Scoring Sheet and compare the responses with the corresponding evidence provided on the Key to Training Observations.<br>3. Participants score the evidence and demonstration of each observation statement on the Evidence Scoring Sheet. Do *not* consider misspelled words, errors in grammar, or mechnics that may be found on the Evidence Scoring Sheet. Do not place any marks on the letter of the observation statement in the column on the *left* if the evidence written and demonstration recorded are consistent with the Key to Training Observations. Place a slash (/) over the letter if the evidence recorded on the Evidence Scoring Sheet is missing, not discernible, incomprehensible, or inconsistent with the Key to Training Observations. The wording does not have to be identical to the key. If more than one evidence statement is given and one is clearly incorrect, the entire item is marked as incorrect. A slash (/) is used also to indicate that the demonstration recorded on the Evidence Scoring Sheet differs from the key. | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | 4. Count the total number of slashes placed over the letters of the observation statements in the column to the left. Subtract this number from 51 to determine a participant's accuracy score.<br>5. Record this number in the upper right corner of the Evidence Scoring Sheet.<br>6. A trainer *gives* the correct answers for the Evidence Scoring Sheet that are written on the Key to Evidence Scoring Sheet. As each answer is given the rationale found on the Key to the Evidence Scoring Sheets is stated. The participants will determine their scores during the two training rounds by placing a check in the margin to the left to indicate disagreement with the key. | |
| 20 mins. | **Scorer Training Round One: Elementary Language Arts**<br>Trainers distribute the Evidence Scoring Sheets and Keys to Training Observations for Elementary Language Arts.<br>Follow scoring procedures 1 - 5 using the Elementary Language Arts sheets.<br>As participants score, trainers should move around and check to see that participants are adhering to the scoring procedures. Assistance is to be given to participants who do not understand the instructions. No assistance is to be provided in interpreting the Evidence Scoring Sheet or Key to Training Observations during steps 1 - 5. Trainers are to insure that participants have written their names on their Evidence Scoring Sheet and that they are recording scores in the left column of the sheet. | Evidence Scoring Sheets and Keys to Training Observations: Elementary Language Arts |
| 15 mins. | Complete step 6.<br>**Scorer Training Round Two: Secondary Biology**<br>Trainers distribute the Evidence Scoring Sheets and Keys to Training Observations for Secondary Biology. | Key to Evidence Scoring Sheets: Elementary Language Arts<br>Evidence Scoring Sheets and Keys to Training Observations: Secondary Biology |
| 20 mins. | Follow scoring procedures 1 - 5 using the Secondary Biology sheets.<br>The monitoring and assistance procedures described above for round one are to be followed as participants score. | |
| 15 mins. | Complete step 6.<br>Trainers are to collect all sheets distributed to participants: Evidence Scoring Sheets and the Keys to Training Observations for Elementary Language Arts and Secondary Biology. The collected sheets must be counted to assure that all were collected. | Key to Evidence Scoring Sheets: Secondary Biology |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | **Scorer Qualifying Round One: Secondary Social Studies** | |
| | A trainer is to inform the participants that their responses during the qualifying rounds will be used to determine whether they qualify as scorers of Observation Sheets. Only those who qualify will be granted field coordinator initial endorsement or renewal of endorsement as a field coordinator. | |
| | Trainers distribute Evidence Scoring Sheets and Keys to Training Observations for Secondary Social Studies to participants at this time. | Evidence Scoring Sheets and Key to Training Observations: Secondary Social Studies |
| 20 mins. | Follow scoring procedures 1 - 5 using the Secondary Social Studies sheets. | |
| | Upon completion, participants submit their Evidence Scoring Sheets: Secondary Social Studies to trainers for grading. | |
| 15 mins. | Break | |
| | (During the break, trainers grade the participants' Evidence Scoring Sheets: Secondary Social Studies using the Key to Evidence Scoring Sheet: Secondary Social Studies.) | Key to Evidence Scoring Sheets: Secondary Social Studies |
| | **Instructions for Grading Evidence Sheets** | |
| | The marks placed over the letters in the left column on the sheets are used for grading Evidence Scoring Sheets. Place a check ( ✓ ) in the margin to the left of the letter to indicate disagreement with the key. Write and circle the total number of correct responses in the upper left corner of the sheet under the participant's name. This number is the participant's raw score. Participants whose raw score is 45 or higher are qualified as scorers of APT Observation Sheets. | |
| | Write 'qualified' under the score of each individual who qualifies as a scorer during the first round of qualifying. | |
| 15 mins. | Trainers return graded Evidence Scoring Sheets: Secondary Social Studies to participants for reference during the ensuing presentation. | |
| | Complete step 6 of the scoring procedures on page 35. | |
| | **Scorer Qualifying Round Two: Elementary Art** | |
| | Trainers distribute Evidence Scoring Sheets and Keys to Training Observations for Elementary Art to participants at this time. | Evidence Scoring Sheets and Keys to Training Observations: Elementary Art |
| 20 mins. | Follow procedures 1 - 5 using the Elementary Art sheets. | |
| | Trainers collect Evidence Scoring Sheets: Elementary Art from participants as they complete scoring. | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | Trainers immediately begin grading the Evidence Scoring Sheets of participants.<br>Return Evidence Scoring Sheets: Elementary Art to participants to inform them of their performance during the second qualifying round. | Key to Evidence Scoring Sheets: Elementary Art |
| 15 mins. | Complete step 6.<br>A trainer gives the following information to participants.<br>A 10-minute break will follow ratings to allow trainers time for recording the endorsement of persons qualified to serve as field coordinators. Only those who have met the criteria for field coordinator endorsement are to return after the break to receive special instructions for conducting training sessions and to receive copies of the Keys to Training Observations. Participants who achieved a numerical score of 45 or higher on either of the two scorer qualifying rounds, fulfilled attendance requirements for field coordinators, and met the standard for observer endorsement receive endorsement as field coordinators.<br>The trainer collects from all participants the Evidence Scoring Sheets for Social Studies and Elementary Art and the Keys toTraining Observations: Secondary Social Studies and Elementary Art *before* the break. Count the sheets collected to verify that all were returned. | |
| 10 mins. | Break | |
| 1 hr. | **PREPARING FOR THE APT TRAINING SESSIONS**<br>Trainers are to present the information in this section to field coordinators. As each topic is presented, field coordinators should be instructed to refer to the pages of the APT Training Manual that are designated in the column 'Materials/Arrangements'. | |
| | **Identification and Responsibilities of Field Coordinators**<br>Superintendents and deans designated at least one representative with the organizational and leadership skills to serve as a field coordinator. Field coordinators and trainers must conduct local training sessions in teams. Each team is to be composed of at least two persons. At least one member of the team must be from outside the district or institution.<br>One individual should be identified in each public school district and each institution of higher education as the lead field coordinator of APT activities. This person is to be appointed by the superintendent or dean. Responsibilities of lead field coordinators are as follows: | APT Training Manual Page 3 |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | Lead Field Coordinators of School Districts | |
| | 1. Identify observers for provisional contract teachers and trades and industrial (T&I) annual contract teachers to be observed.<br>2. Schedule training sessions for all observers in the district.<br>3. Identify provisional contract teachers and (T&I) annual contract teachers to be observed.<br>4. Schedule and coordinate the orientation session for provisional contract teachers and T&I annual contract teachers. Approximately four hours will be needed for the orientation session.<br>5. Notify provisional contract teachers and T&I annual contract teachers of the orientation session.<br>6. Monitor the scheduling of observational and conference activities for provisional contract teachers and T&I annual contract teachers. | |
| | Lead Field Coordinators of Colleges and Universities | |
| | 1. Identify observers for student teachers to be observed.<br>2. Schedule training sessions for observers of student teachers.<br>3. Identify student teachers to be observed.<br>4. Schedule and coordinate the orientation session for student teachers. Approximately four hours will be needed for the orientation session.<br>5. Notify student teachers of the orientation session.<br>6. Monitor the scheduling of observational and conference activities for student teachers. | |
| | **Types of Training Sessions** | APT Training Manual Page 2 |
| | There are four types of training sessions with six segments comprising the entire training program. The four categories of participants to be trained are field coordinators seeking initial endorsement, field coordinators seeking renewal of endorsement, observers seeking initial endorsement, and observers seeking renewal of endorsement. The basic difference in the four types of sessions is not in the content of the segments but rather in the specific segments which are attended by the group of participants. Additionally, there are components required in the sessions for field coordinators which are not required for observers. | |
| | The specific segments required for initial endorsement and endorsement renewal for observers and field coordinators are listed below in the descriptions of the four types of training sessions. | |
| | 1. Training for Initial Endorsement of Field Coordinators | |
| | Persons who were not endorsed as observers during the APT field study must successfully complete this training program to function as field coordinators. This program includes Segments 1, 2, | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|

3, 4, 5, and 6. If participants successfully complete only Segments 1 through 5, they may serve as observers for APT observations conducted during the current school year but not as field coordinators.

2. Training for Initial Endorsement of Observers

   Persons who were not endorsed as observers during the APT field study must successfully complete this training session to serve as observers for APT observations conducted during the current school year. This program includes Segments 1, 2, 3, 4, and (if necessary) 5.

3. Training for Renewal of Field Coordinator Endorsement

   This training program is designed for persons who completed the training for field coordinators or observers during the APT field study. This program includes Segments 1, 4, (if necessary) 5, and 6. If participants successfully complete only Segments 1, 4, and 5, they may serve as observers for the APT observations conducted during the current school year and not as field coordinators.

4. Training for Renewal of Observer Endorsement

   Observers who completed the APT field study training program must obtain endorsement renewal through successful completion of this training program to be eligible as observers for the current school year. This program includes Segments 1, 4, and (if necessary) 5.

**Completion of the Training Sheet**

APT Training Manual Page 4

These sheets will be used to record attendance, performance on the criterion observations, and endorsement or renewal of endorsement as observers or field coordinators. There are four types of Training Sheets:

Training Sheet for Initial Endorsement of Observers
Training Sheet for Initial Endorsement of Field Coordinators
Training Sheet for Renewal of Observer Endorsement
Training Sheet for Renewal of Field Coordinator Endorsement

Instructions for completing the Training Sheets are as follows:

1. List the name and ID number of each participant who attends a training session on the appropriate Training Sheet.
2. Record attendance of participants by writing the date the individual attended a particular segment. If a segment is divided, attendance is to be recorded for each portion of the segment. 'Absent' is to be written if a participant does not attend the

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
|  | segment or any portion of the segment. Participants must attend each of the segments designated on the appropriate Training Sheet to receive initial endorsement or renewal of endorsement as observers or field coordinators. If participants fail to meet the attendance requirements, they should discontinue participation in the training program.<br>3. Record accuracy scores of participants on the first criterion observation in the column labeled '1st Criterion Observation'. The participant's raw score is to be recorded in this column rather than the percentage of correct responses.<br>4. Initial the 'Observer Endorsement' column if a participant's raw score is 41 or higher and the participant has met attendance requirements.<br>5. Record accuracy scores for the second criterion observation of participants attending Segment 5. Scores are to be recorded in the column labeled '2nd Criterion Observation' in the manner described above for the criterion observation. Participants who score below 41 on the first criterion observation must meet the accuracy standard during Segment 5 to receive endorsement. School districts and institutions of higher education have the option of requiring all of their participants to attend Segment 5 if additional practice is desired.<br>6. Initial the 'Observer Endorsement' column for those participants who meet attendance requirements and attain the accuracy score of 41 that did not achieve the standard on the first criterion observation.<br>7. Draw a line through the names of those participants listed on the Training Sheet who either scored below 41 on both criterion observations *or* did not meet the attendance requirements. These individuals, therefore, are not endorsed as APT observers.<br>8. Initial the 'Field Coordinator Endorsement' column for those persons who met the attendance requirements for intial endorsement, achieved the standard for scoring Observation Sheets, and received endorsement as observers.<br>9. Initial the 'Renewal of Field Coordinator Endorsement' column for those persons who met attendance requirements for renewal of endorsement, achieved the standard for scoring Observation Sheets, and received renewal of endorsement as observers.<br>10. Make a copy of each Training Sheet used. File this copy in the appropriate administrative office at the school district or institution of higher education to maintain a record of endorsement. |  |
|  | **Provision of Materials and Facilities**<br>Trainers are to refer participants to the list of materials and facilities on page 5 of the Training Manual. The materials needed for APT training and observations are listed according to the activity involved. Some materials are listed more than once because they will be distributed to different participants for training, orientation, and observations. Questions regarding these materials may be handled at this time. | APT Training Manual Page 5 |

| Approx- imate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | **Schedule for Training Sessions** | APT Training Manual Pages 7, 8, and 9 |
| | Scheduling the training sessions may be facilitated if different categories of participants attend certain segments of the same session. For example, it is not necessary to schedule a different training session for initial endorsement of observers and for renewal of observer endorsement if the observers who are seeking endorsement renewal attend the required segments. However, if no new observers are needed by a district or institution, only the required segments for renewal of observer endorsement need to be offered in the training session. | |
| | The training sessions may be scheduled in a continuous block of time, over several one-half day meetings, or in afternoon/evening sessions. In some instances, arranging 4 or 5-hour blocks of time may not be possible. The segments outlined on pages 8 and 9 of this manual may be divided into smaller units of time with certain constraints. During Segments 2, 3, 4, and 5, time must be allowed for recording observations immediately after reading the Planning Sheet and for recording observations immediately after viewing the videotape. Breaks should be allowed only after evidence and credit have been recorded. If any of the segments are divided, the time lapse between recording observations and the round-table discussion of ratings should be minimal. Conducting a complete segment with very little time lapse will prevent the need to refresh participants' memories by replaying the tape. | |
| | **Security of the Training Program** | APT Training Manual Page 2 |
| | All field coordinators have the responsibility of maintaining the security of the APT training program. Only those individuals who are to be trained as observers or field coordinators are to be admitted to Segments 2 through 6. Segment 1 is the only segment to which nonparticipants may be admitted since answer keys are revealed in other segments. Taping of training sessions is not to be permitted. However, copies may be made of any materials used in the training program except for Keys to Training Observations, Evidence Scoring Sheets, and Keys to Evidence Scoring Sheets. Planning Sheets, student records, and videotapes used in Segments 2 through 5 must not be used for purposes other than the APT training program. Field coordinators are responsible for the security of the keys. Keys are accessible only to endorsed field coordinators. | |
| | Trainers are to distribute Appendix J which includes Planning Sheets, student records, and Keys to Training Observations for Secondary Biology, Elementary Language Arts, Secondary Social Studies, and Elementary Art. Field coordinators are to be directed to insert their keys in the back of their APT Training Manuals. | Planning Sheets, student records, and Keys to Training Observations: Secondary Biology, Elementary Language Arts, Secondary Social Studies and Elementary Art |
| | **Charge to Field Coordinators** | |
| | There are two obvious purposes of the APT training program. Observers must learn about the APT Instrument and they must learn to use it accurately and reliably. However, there are some other, more subtle | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | goals that should be achieved also during training.<br><br>The teaching behaviors and skills described in the APT training program are just as appropriate for demonstration by field coordinators as they are for teachers in classrooms. Such things as beginning promptly, checking on the need for adjustment, and planning for materials should be demonstrated not as illustrations, but as integral parts of the training procedures. Attention given to the APT skills and behaviors by field coordinators will help to assure modeling of the demonstrations expected of teachers.<br><br>Building confidence in the process will be necessary for a successful program. Observers should leave the training sessions knowing they have acquired skill and expertise in one form of teacher evaluation. Further, they should understand that when used properly the APT Instrument is a worthwhile and helpful tool for improving teaching performance. The enthusiasm with which the training is presented by field coordinators is likely to be continued by the observers.<br><br>Finally, the professionalism demonstrated by the field coordinators in using the APT Instrument will help to determine its presentation and acceptance in the schools. If taken lightly as a fanciful experiment, the assessments will probably be no more serious. If it is understood that livelihoods and careers will be decided by these observations, the integrity of the process may be enhanced.<br><br>The Educator Improvement Act which legislated the development of APT was intended to upgrade standards of teaching in South Carolina in a fair and reasonable manner. The ultimate goal is to improve education for our students. In order to raise standards not all who sign up to be teachers will necessarily be found automatically qualified. The decision to remediate and even to bar some from the profession will be difficult but absolutely necessary if our children are to receive a better education. The responsibility is awesome but the rewards are of the highest order. The APT training program is one step in achieving that outcome. | |

# APPENDIX A

# TRAINING SHEETS

## TRAINING SHEET FOR INITIAL ENDORSEMENT OF FIELD COORDINATORS

District or Institution

Training Location

Beginning Date    Completion Date

Trainers    ID Number

ID Number

ID Number

(Use Additional Sheets if Necessary)

| Participant | ID Number | Training Segment Attendance Dates | | | | | | Accuracy Scores | | Observer Endorsement | Field Coord. Endorsement |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Seg. 1 | Seg. 2 | Seg. 3 | Seg. 4 | Seg. 5 | Seg. 6 | 1st Criterion Observation | 2nd Criterion Observation | | |
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# TRAINING SHEET FOR INITIAL ENDORSEMENT OF OBSERVERS

District or Institution ____________________

Training Location ____________________

Beginning Date ____________________ Completion Date ____________________

Field Coordinators ____________________ ID Number ____________________

____________________ ID Number ____________________

____________________ ID Number ____________________

(Use Additional Sheets if Necessary)

| Participant | ID Number | Training Segment Attendance Dates | | | | | Accuracy Scores | | Observer Endorsement |
|---|---|---|---|---|---|---|---|---|---|
| | | Seg. 1 | Seg. 2 | Seg. 3 | Seg. 4 | Seg. 5 | 1st Criterion Observation | 2nd Criterion Observation | |
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# TRAINING SHEET FOR RENEWAL OF FIELD COORDINATOR ENDORSEMENT

District or Institution ______________________________

Training Location ______________________________

Beginning Date ______________________________ Completion Date ______________________________

Trainers ______________________________ ID Number ______________________________

______________________________ ID Number ______________________________

______________________________ ID Number ______________________________

(Use Additional Sheets if Necessary)

| Participant | ID Number | Training Segment Attendance Dates | | | | Accuracy Scores | | Observer Endorsement | Field Coord. Endorsement |
|---|---|---|---|---|---|---|---|---|---|
| | | Seg. 1 | Seg. 4 | Seg. 5 | Seg. 6 | 1st Criterion Observation | 2nd Criterion Observation | | |
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# TRAINING SHEET FOR RENEWAL OF OBSERVER ENDORSEMENT

District or Institution ______

Training Location ______

Beginning Date ______ Completion Date ______

Field Coordinators ______ ID Number ______

______ ID Number ______

______ ID Number ______

(Use Additional Sheets if Necessary)

| Participant | ID Number | Training Segment Attendance Dates | | | Accuracy Scores | | Observer Endorsement |
|---|---|---|---|---|---|---|---|
| | | Seg. 1 | Seg. 4 | Seg. 5 | 1st Criterion Observation | 2nd Criterion Observation | |
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# APPENDIX B

# DEMOGRAPHIC SHEET AND SPECIALIZATION CODES

# APT DEMOGRAPHIC SHEET

Name ______________________________ ID Number ________________

Mailing Address ______________________________________________
(street and number) (city, state, zip code)

Telephone Number: Work ______________ Home ______________

**School District**

County ______________

District ______________

School ______________

**College or University**

Institution ____________________

Classification of Observer:
(Circle the numbers of all that apply.)

1. College supervisor of student teachers
2. Cooperating teacher of student teachers
3. Principal or assistant principal
4. District administrator
5. Experienced teacher
6. Field coordinator
7. Trainer of field coordinators

Classification of Teacher to Be Observed:
(Circle only one number.)

1. Student teacher
2. Provisional contract teacher
3. Annual contract T&I teacher

Age: 1. under 25 2. 25-35 3. 36-50 4. over 50

Sex: 1. female 2. male

Race: 1. black 2. white 3. other

Experience (educational employment including this year): __________ years

Certification:

1. Specialization code(s) ________ ________ ________ ________

2. Teaching on permit

3. Not certified in SC

## Directions

It is important that all information requested on the Demographic Sheet be provided. Do not leave any blanks or omit any items unless so instructed by the person conducting the session.

1. Print your first name, middle initial, and last name on the first line.
2. Enter your social security number on the blank beside 'ID Number'. If you choose not to give your social security number, the nine-digit number that is chosen must be different from all others and must be remembered and used on all APT forms.
3. Print your permanent mailing address on the second line.
4. Enter your telephone numbers on the third line.
5. School District Employees: Print the name of the county, district, and school in which you are employed under 'School District'. Do not complete the section under 'College or University'.
6. College or University Employees: Complete the section under 'College or University' but do not complete the section under 'School District'.
7. Student Teachers: Print the name of the county, district, and school to which you have been assigned for student teaching under 'School District'. Also print the name of the college or university in which you are enrolled under 'College or University'.
8. Classification of Observer: Circle all of the numbers that apply.
9. Classification of Teacher to Be Observed: Circle only one number.
10. Age, Sex, and Race: Circle only one number in each category.
11. Experience: The present school year is to be included when determining the total years of educational employment. Student teachers should write 'zero years'.
12. Certification: Individuals who are certified should enter the appropriate code(s) for their area(s) of certification from the list provided. Teachers who have not yet received a certificate but have met all requirements and applied for a certificate should record the code(s) for the certificate they anticipate receiving. Persons who are employed on an out-of-field teaching permit should record their certification code(s) and circle 'Teaching on permit'. Student teachers should record the code(s) for the area(s) in which they are preparing to become certified and circle 'Not certified in SC'.

# SPECIALIZATION CODES

001 - Accounting and Related Business
002 - Advanced Fine Arts
003 - Advanced Guidance (Sec.)
004 - Agricultural Mechanics
005 - Agriculture
006 - Air Cond. and Refrig.
007 - Animal Science
008 - Appliance Repair
009 - Art
010 - Assoc. Guid. (Sec.)
011 - Attendance Supervisor
012 - Auto Body and Fender
013 - Auto Mechanics
014 - Barbering
015 - Biology
016 - Brick Masonry
017 - Building Construction (Carp.)
018 - Business Machine Repair
019 - Cabinet Making
020 - Chemistry
021 - Commercial Art
022 - Commercial Cooking
023 - Commercial Photography
024 - Cooperative Training
025 - Cosmetology
026 - Data Processing
027 - Distributive Education
028 - Diversified Occupations
029 - Drafting
030 - Driver Training
031 - Early Childhood Ed.
032 - Earth Science
033 - Economics
034 - Educational Evaluator
035 - Electricity
036 - Electronics
037 - Elementary
038 - Elem. Guid. Coun.
039 - Elem. Principal
040 - Elem. Supervisor
041 - English
042 - Environmental Science
043 - Forestry
044 - French
045 - General Science
046 - Geography
047 - German
048 - Government
049 - Graphic Communications
050 - Guidance (Sec.)
051 - Health
052 - Health Occupations
053 - Health and Physical Education
054 - History
055 - Home Economics
056 - Horticulture
057 - Industrial Arts
058 - Industrial Sewing
059 - Latin
060 - Machine Shop
061 - Mathematics
062 - Mechanical Drawing
063 - Media Communication Specialist
064 - Media Specialist
065 - Media Supervisor
066 - Middle School Language Arts
067 - Middle School Mathematics
068 - Middle School Science
069 - Middle School Social Studies
070 - Music Ed. - Choral
071 - Music Ed. - Instrument
072 - Music Ed. - Piano
073 - Music Ed. - Violin
074 - Music Ed. - Voice
075 - Office Occupations
076 - Painting and Decorating
077 - Physical Education
078 - Physics
079 - Plumbing
080 - Prevocational
081 - Psychology
082 - Radio and TV Repair
083 - Reading Clinician
084 - Reading Consultant
085 - Reading Coord. or Director
086 - Reading Teacher
087 - Russian
088 - School Psychologist I
089 - School Psychologist II
090 - School Psychologist III
091 - School Social Worker I
092 - School Social Worker II
093 - School Social Worker III
094 - Science
095 - Secondary Prinicipal
096 - Secondary Supervisor
097 - Secretarial Science
098 - Sheet Metal
099 - Shoe Repair
100 - Small Engine Repair
101 - Social Studies
102 - Sociology
103 - Spanish
104 - Special Ed. (EMH)
105 - Special Ed. ( Emotionally Hand.)
106 - Special Ed. (Hearing Hand.)
107 - Special Ed. (Learning Disab.)
108 - Special Ed. (Orthop. Hand.)
109 - Special Ed. (TMH)
110 - Special Ed. (Visually Hand.)
111 - Speech Correctionist
112 - Speech and Drama
113 - Superintendent
114 - Tailoring
115 - Teacher-Librarian
116 - Textiles
117 - Tilesetting
118 - Welding

# APPENDIX C

# SAMPLE SCHOOL CODES

## SAMPLE SCHOOL CODES
## CODES OF BEHAVIOR FOR STUDENTS

Disciplinary action will be taken for the following behaviors:

Profanity

Tardiness

Possessing, distributing, or consuming drugs or alcoholic beverages

Disobedience to faculty or administrators

Fighting

Vandalism

Smoking in unauthorized areas

School Regulations

Passes

Students must have hall passes any time they leave a classroom during a scheduled class period.

Tardy Policy

Students who arrive late for class must present a pass from the office before admittance to class. Three tardies will result in assignment to detention hall for one hour.

# APPENDIX D

# COMPOSITE OBSERVATION SHEET

## COMPOSITE OBSERVATION SHEET

Teacher ID No. ______________ Grade Level ________ Subject ________

Observer ID No. ______________ Date ________ Time ________

(Write 'self' if prepared as self-evaluation.)

Scores: PD 1: 4 PD 2: 10 PD 3: 10 PD 4: 10 PD 5: 7 Total: 41

Directions: Use the *Assessments of Performance in Teaching: Observation Instrument* (APT Instrument) to complete this sheet. After reading the Planning Sheet and examining records (for PD 1) or observing the teaching demonstration (for PD 2-5), write a brief statement of evidence or lack of evidence after each observation. Then circle the letter in the column on the right if the skill or behavior was demonstrated or place an X over the letter if evidence did not support the demonstration. All observations must be scored. Write the total number of observation statements demonstrated for each Performance Dimension (PD) in the blanks above.

**PD 1: PLANNING**

| Observation | Evidence | Demonstration |
|---|---|---|
| a. outcomes stated | No specific observable learner outcomes<br>Third objective too broad + general | X |
| b. objectives compatible | Fewest + most, auditory + visual discrimination, and working independently appropriate for kindergarten math + language arts | [✓ b.] |
| c. procedures stated | Procedures for first + second objectives do not address intent of objectives | X |
| d. students involved | Action when selecting blocks + tracing letters | [✓ d.] |
| e. materials stated | All materials needed for second + third objectives not given - chalkboard, tape recorder, materials for learning centers | X |
| f. differences planned | Differences provided for in modalities - auditory, visual, + tactile/kinesthetic<br>Differences in abilities provided for - small groups + learning centers | [✓ f.] |
| g. objectives assessed | List of behaviors not given | X |
| h. progress recorded | Prior assessment of individuals given on record sheet<br>Plans for recording assessment of first objective given | [✓ h.] |

## PD 2: INSTRUCTION

| | |
|---|---|
| a. began promptly Teacher explained activity at beginning of tape<br>No time lost | (a.) |
| b. objectives addressed First objective addressed with block activity which is appropriate for teaching concepts of fewest + most to kindergarten students | (b.) |
| c. needs accommodated Rates of completing tasks and ability levels not accommodated | X |
| d. interest stimulated Colored blocks + questions about coats | (d.) |
| e. approaches varied Inquiry, drill | (e.) |
| f. size varied Entire class, small group | (f.) |
| g. active opportunities Move + talk - block activity + clapping | (g.) |
| h. application opportunities Block activity to apply concepts of fewest + most | (h.) |
| i. information obtained "Which row has the fewest?"<br>"Do you know what a hood is?" | (i.) |
| j. progress provided Nod of head, for correct responses<br>"That's right, go ahead" | (j.) |
| k. physical arrangement Students were provided adequate space and were able to see and hear. | (k.) |

## PD 3: MANAGEMENT

| | |
|---|---|
| a. behavior established Told Randy to stay in the court<br>Told other student to hold the ball while he was talking | (a.) |
| b. firm enforcement Firmness in managing behavior conveyed confidence. | (b.) |
| c. procedural confidence Classroom procedures were directed in a confident manner. | (c.) |
| d. instruction continued No loss of instructional time was noted. | (d.) |

PD 3: continued

| | | |
|---|---|---|
| **e. disruptions addressed** | Told student to quit bouncing the ball | ⓔ |
| **f. codes enforced** | Identified codes were not violated. | ⓕ |
| **g. inattentive involved** | Told student to hold ball | ⓖ |
| **h. special assistance** | Teacher did not assist girl dribbling ball who had opposite foot forward | X |
| **i. strategies adjusted** | No adjustments were needed. | ⓘ |
| **j. patient, poised** | Patience and poise were maintained. | ⓙ |
| **k. fair, impartial** | Students were treated with fairness and impartiality. | ⓚ |

PD 4: COMMUNICATION

| | | |
|---|---|---|
| **a. instructional plan** | The instructional plan was not communicated to students. | X |
| **b. logical sequence** | A logical sequence was followed. | ⓑ |
| **c. understandable level** | Vocabulary and sentence structure were at an appropriate level. | ⓒ |
| **d. explanations restated** | Explanations were clear. | ⓓ |
| **e. illustrations demonstrated** | Sample problem worked on board | ⓔ |
| **f. knowledgeable authority** | Knowledge and ideas were conveyed with confidence and authority. | ⓕ |
| **g. information accurate** | There were no blatant errors in content information. | ⓖ |
| **h. legible writing** | All written material was legible. | ⓗ |

**PD 4: continued**

| | | |
|---|---|---|
| **i. written communication** | There were no errors in spelling, grammar, or mechanics. | (i.) |
| **j. oral communication** | There were no frequent errors in grammar. | (j.) |
| **k. speech quality** | Speech or voice qualities did not interfere with communication. | (k.) |

**PD 5: ATTITUDE**

| | | |
|---|---|---|
| **a. courtesy modeled** | Courtesy and respect were modeled by the teacher. | (a.) |
| **b. positive reinforcement** | Smiles + nods<br>"Barry, that's a good point." | (b.) |
| **c. expression encouraged** | Teacher asked students to give opinions | (c.) |
| **d. learning personalized** | Asked a female student what she would have done in a similar situation. | (d.) |
| **e. supportive corrections** | No incorrect responses were made. | (e.) |
| **f. reasons given** | Students were not given reasons for actions, decisions, or directives. | X |
| **g. value communicated** | The value of the lesson or of its components was not stated. | X |
| **h. enthusiasm communicated** | No enthusiasm for learning was demonstrated. | X |
| **i. open-mindedness** | There was no evidence to the contrary. | (i.) |
| **j. humor acknowledged** | Teacher laughed at joke student made about character changing colors | (j.) |

# APPENDIX E

# POST-OBSERVATION CONFERENCE INSTRUCTIONS

## POST-OBSERVATION CONFERENCE INSTRUCTIONS

The principal will conduct the post-observation conference and will serve as the evaluator for provisional contract teachers. Either the principal or the director will serve as the evaluator of annual contract T&I teachers. The evaluator conducting the conference for student teachers will be the student teacher supervisor.

The evaluator will hold a conference with each teacher observed within one week of the teacher's third observation. If possible, the other two observers should be present to interpret evidence cited during the observation.

### Preparing for the conference

The Conference Sheet is to be completed by the evaluator ***before*** the conference.

Totals for Performance Dimensions:

The evaluator adds the total number of observation statements given credit by the three observers for ***each*** PD from the three observers' Observation Sheets. These numbers are recorded after 'Total Credit from Observers'.

The Performance Dimension standard is provided for each PD. If the score for a PD is at or above the standard, the evaluator circles 'yes' indicating that the Performance Dimension was demonstrated and the standard met. If the score is below the standard, the evaluator circles 'no' indicating that the Performance Dimension was not demonstrated and that the standard was not met. Standards must be met on all five Performance Dimensions for successful completion of the Assessments of Performance in Teaching.

Analysis of Performance Dimensions:

Strengths and weaknesses based on APT are determined by the evaluator through an analysis of each PD. The columns on the Conference Sheet under 'Analysis of Performance Dimensions' are used to compile the results for each observation statement. The left of each column is used to compile the results from observers for three observations. The right of each column is used to compile results from teachers for three self-evaluations.

The letters of the observation statements for which credit was given by ***all three observers*** are checked in the left section of the first column. In the right of the same column a check is entered for each observation statement receiving credit from the teacher on ***all three self-evaluation***.

The letters of observation statements that were given credit by two observers are checked in the second column. Letters of observation statements given credit by the teacher on two self-evaluations are likewise checked.

Those given credit by only one observer are checked in the third column. Also those given credit by the teacher on only one observation are checked.

Those observation statements for which the teacher received no credit during all three observations are checked in the left section under 'Weaknesses'. Observation statements which were given no credit by the teacher during the three self-evaluations are checked in the right section.

Priorities for remediation are given to the performance deficiencies in PDs not demonstrated by the teacher. Determination of weaknesses in all PDs is based on the least demonstrated skills as determined by the three observers. Observation statements and specific evidence from the Observation Sheets are used to provide direction in assessing needs. Evaluators must make a judgment as to the scope of the

100

remediation or staff development to be proposed. The objectives of the proposed remediation, a procedure for achieving all objectives, and assessment of the objectives should be written. Remediation could include such alternatives as college courses, in-service workshops, methodology textbooks, visits to other classrooms, or classroom exercises.

### Conducting the conference

Every effort is to be made to develop a positive atmosphere during the conference. The evaluator begins with a statement of the teacher's strengths. Then all of the information on the Conference Sheet is discussed with the teacher. The discussion includes Performance Dimension standards that were met and not met, strengths and weaknesses identified in the analysis of Performance Dimensions, and differences in credit given by observers and teachers observed. Observation statements and evidence from the Observation Sheets are used where specific examples are needed.

Remediation proposed by the evaluator is presented to the teacher following the analysis of Performance Dimensions. A copy of the proposed plan for remediation and the Conference Sheet are given to the teacher. The teacher and the evaluator sign the Conference Sheet to verify that the conference was held and that the teacher received the results of the evaluations.

# APPENDIX F

# ORIENTATION SESSION INSTRUCTIONS

## APT ORIENTATION SESSION

An orientation session on Assessments of Performance in Teaching (APT) must be provided for all provisional contract teachers, T&I teachers on annual contracts, and student teachers to be observed. Orientation sessions will be arranged by the lead field coordinator, but they may be conducted by any endorsed observer or field coordinator.

The approximate length of time required for the orientation is four hours. However, the time may vary depending on the size of the group. Either individual or group sessions may be held.

| **Approximate Time** | **Activity** | **Materials/ Arrangements** |
|---|---|---|
| 5 mins. | **Purpose of Assessments of Performance in Teaching**<br>The following brief overview of the purpose for Assessments of Performance in Teaching (APT) is given by the leader of the orientation session.<br>The Educator Improvement Act (Act 187) requires the evaluation of provisional contract teachers, annual contract trades and industrial (T&I) teachers, and student teachers by trained observers using the classroom observational instrument developed in accordance with this Act.<br>The APT orientation session is designed to acquaint teachers with the procedures and the content of Assessments of Performance in Teaching. | |
| | **Completion of Demographic Sheets**<br>Demographic Sheets are distributed by the leader of the orientation session. The directions on the back of the sheet sould be explained to individuals completing these sheets. | Demographic Sheets |
| 5 mins. | **Rationale and assumptions of the APT Instrument**<br>The person conducting the orientation session is to present the information in items 1-8 below to the teachers to inform them of the procedures and to introduce them to the APT Instrument. The information in this section should be studied carefully prior to the orientation session to avoid reading each word to the teachers.<br>1. The APT Instrument is designed to measure minimal competence of beginning teachers and student teachers--not proficiency.<br>2. Since the APT Instrument measures only minimal competence, the skills and behaviors contained in the APT Instrument are not the only criteria to be considered in the total evaluation of teaching.<br>3. In order to indicate the ability to perform the minimal teaching skills and behaviors, the teacher is expected to prepare and present a 'showcase' model of instruction. This allows teachers to demonstrate that they are able to perform the teaching skills and behaviors included in the APT Instrument upon request. | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | 4. Unscheduled observations do not provide teachers the opportunity to prepare a model lesson.<br>5. Teachers must be informed of their responsibilities to prepare a lesson to demonstrate that they possess certain identified essential skills in teaching. The intent of APT is not trick teachers but to provide the means for teachers to demonstrate their ability.<br>6. The teacher may choose any one of a number of reasonably acceptable techniques for satisfactory demonstration of an observation statement. For example, there are many different ways to involve students actively in the lesson.<br>7. The focus of the APT Instrument is on the actions of the teacher.<br>8. Observers must see evidence of the demonstration of a skill or behavior during the observational period to give credit for an observation statement. | |
| | Copies of the APT Instrument are distributed and teachers are directed to pages 1-4 of the APT Instrument for additional information on these items. | APT Instrument |
| 10 mins. | **Brief overview of the organization and format of the entire APT Instrument** | APT Instrument Page 6 |
| | The teachers look at Performance Dimension 1 as an example while the person conducting the orientation session describes the structure and use of the APT Instrument.<br>1. The APT Instrument is divided into five Performance Dimensions.<br>2. Each Performance Dimension (PD) is measured by eight to eleven observation statements.<br>3. Each observation statement on the left requires a yes/no decision with supporting evidence for credit or no credit.<br>4. The explanations in the column to the right include definitions, explications, and examples of the observation statements.<br>5. A description of the evidence which might be cited for each observation is given in brackets beneath each explanation.<br>6. Because of differences in the skills necessary to measure minimal competence, there are some observation statements that may be demonstrated by one example, some that must be demonstrated throughout the lesson, and others that will not receive credit if there is any exception to the described behaviors. | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | 7. Each PD will need to be satisfactorily performed by a teacher. Satisfactory performance requires the demonstration of the number of observation statements needed to meet the standard for a given PD. | |
| | The person conducting the orientation session briefly guides the teachers through the APT Instrument giving the following general characteristics addressed by each PD and indicating the location and number of observation statements that measure each PD. | |
| | PD 1: A competent beginning teacher plans learning activities to meet objectives and student needs.<br>The emphasis is on the teacher's ability to plan opportunities for students to acquire intended knowledge or skills. Observations for this PD are recorded after the observer reviews the Planning Sheet and records of student progress. There are eight observation statements for this PD. | APT Instrument<br>Page 6 |
| | PD 2: A competent beginning teacher fulfills instructional responsibilities.<br>The presentation of learning experiences is considered in this PD. There are eleven observation statements. | APT Instrument<br>Page 8 |
| | PD 3: A competent beginning teacher uses professional classroom management techniques to assist students in learning.<br>This PD addresses the techniques or methods used by the teacher to engage students in learning. Eleven observation statements describe this PD. | APT Instrument<br>Page 11 |
| | PD 4: A competent beginning teacher communicates acceptably.<br>Two aspects of communication are encompassed by this PD: communication which facilitates instruction and communication as a model for students. Indications for this competency are based on eleven observation statements. | APT Instrument<br>Page 14 |
| | PD 5: A competent beginning teacher demonstrates a positive attitude toward students and learning.<br>This PD assesses the teacher's ability to promote a psychological environment conducive to learning through the ten observation statements. | APT Instrument<br>Page 16 |
| | The orientation session leader will identify the following sections of the APT Instrument by title only since a thorough explanation of these sections will be given later in the session. | APT Instrument |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | 1. Supplementary Notes | Page 18 |
| | 2. Schedule Sheet | Page 22 |
| | 3. Planning Sheet | Page 23 |
| | Referring to the Observation Sheet in the APT Instrument, the leader of the orientation session provides the following instructions for teachers. This information will be needed to complete the Observation Sheets for self-evaluation purposes. | APT Instrument page 24 |
| | 1. Information required in the first two lines at the top of the Observation Sheet is completed. 'Self' is written in the blank labeled 'Observer ID No.'. | |
| | 2. Specific evidence must be given in the space provided for each observation statement. | |
| | 3. After evidence is cited, the letter in the column to the right is circled to indicate credit, or an X is placed over the letter to indicate no credit. | |
| | 4. The total number of observations in each PD for which credit is given is placed in the blank at the top of the sheet to the right of each PD in the space provided for scores. | |
| 15 mins. | Break | |
| | **Explanation of Performance Dimensions and observation statements** | |
| 30 mins. | PD 1: Teachers refer to PD 1 in the APT Instrument. The leader of the orientation session states the explanation of the PD to the teachers. | |
| | Then the person conducting the session reads each observation statement, allows teachers time to read the explanation silently, and emphasizes important ideas giving special attention to acceptable evidence for skills demonstrated and not demonstrated. Additional examples may be given to further illustrate the observation statements. | |
| | Sample School Codes, Composite Observation Sheets, and Kindergarten Planning Sheets and student records are distributed. | Sample School Codes<br>Composite Observation Sheets<br>Kindergarten Planning Sheets and student records |
| | Teachers refer to their Composite Observation Sheets as the leader gives all of the evidence written for PD 1 on the Key to Composite Demonstration on page 14 of this manual. | |
| | This general procedure should be followed for each PD and each observation statement. | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| 30 mins. | PD 2: The explanation of PD 2 and each observation statement is given as described above for PD 1. | |
| | After hearing the explanations for observation statements PD 2a - PD 2k, the teachers view the first example on the Composite Demonstration Videotape, Kindergarten. | Composite Demonstration Videotape |
| | Evidence is given for each observation statement in PD 2. | |
| 30 mins. | PD 3: Explanations of the PD and observation statements are given as described for PD 1. | |
| | Upon completion of observation statements PD 3a - PD 3k, the second example on the Composite Demonstration Videotape, Elementary Physical Education, is shown to participants. | Composite Demonstration Videotape |
| | Evidence is given for each observation statement in PD 3. | |
| 30 mins. | PD 4: Explanations of the PD and observation statements are given as described for PD 1. | |
| | Following a discussion of observation statements for PD 4a - PD 4k, the third example on the Composite Demonstration Videotape, Secondary Math, is shown to participants. | Composite Demonstration Videotape |
| | Evidence is given for each observation statement in PD 4. | |
| 30 mins. | PD 5: Explanations of the PD and observation statements are given as described for PD 1. | |
| | After completion of observation statements PD 5 a - PD 5j, the fourth example on the Composite Demonstration Videotape, Secondary Literature, is shown to participants. | Composite Demonstration Videotape |
| | Evidence is given for each observation statement in PD 5. | |
| 10 mins. | Break | |
| 60 mins. | **Procedures for APT Observations** | |
| | The following information on procedures is presented to teachers during the orientation session. Orientation session leaders should review the information prior to the session so that it will not be necessary to read to the teachers. | |

| Approx-imate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | 1. Identification of Teachers to be Observed<br>Act 187 specifies that:<br>. . . each student teacher shall be evaluated at least three times by a representative of the college or university in which the practice teacher is enrolled. The evaluation instrument to be used shall be the instrument developed for this purpose in compliance with Section 3 of this act. All observers who use the evaluation instrument shall receive reliability training. [Section 2(i)]<br>. . . each provisional teacher shall be evaluated at least three times by a representative of the school district. The evaluation instrument to be used shall be the one developed in accordance with Section 3 of this act. All observers who use the instrument shall receive reliability training under the program developed in accordance with Section 3 of this act. [Section 3(g)(3)]<br>Individuals with no prior teaching experience who have fulfilled South Carolina teacher certification requirements are eligible to receive a provisional contract. Persons who have only one year of teaching experience in a state other than South Carolina and have met requirements for teacher certification in South Carolina also receive a provisional contract.<br>Certified teachers with all former experience in private schools in South Carolina receive provisional contracts. Act 187 states that certified teachers with more than one year of experience in states other than South Carolina are eligible for annual contracts.<br>Act 187 as amended for trades and industrial education teachers requires that:<br>. . . Such teachers may be employed by a school district for a maximum of five years under annual contracts prior to being employed under a continuing contract. Before being employed under a continuing contract these teachers shall . . . successfully complete the performance evaluations as required for all teachers who are employed under provisional contracts. [Section 1] | |
| | 2. Planning Sheets<br>(After distributing three Planning Sheets to each teacher, the leader of the orientation session will explain the following purposes and uses of the sheet.) | Planning Sheets (3 per teacher) |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|

A Planning Sheet is required of teachers to be observed because it is necessary for teachers to demonstrate that they are able to prepare for their lessons even though writing lesson plans may not be an ordinary procedure for all competent teachers. A different Planning Sheet must be prepared for each of the three observed lessons and given to the observer at least 30 minutes before the observation. Teachers must make a copy of the Planning Sheet to use for their self-evaluations.

The teacher is to provide the information requested at the top of the Planning Sheet.

Objectives for the lesson are written in the first column of the Planning Sheet. If a teacher is planning for small group instruction, the objectives for a particular group are to be identified.

Instructional procedures and materials for each objective are written in the center portion of the Planning Sheet. Materials planned for use during the lesson are to be underlined or listed. Handouts that will be used must be attached.

Assessment procedures must be provided in the third column. Questions, specific items, or a list of behaviors are to be written or attached.

Observations for PD 1 are recorded after the observer reviews the Planning Sheet and student records.

3. Scheduling Observations

(The leader of the orientation session explains the following guidelines before referring participants to the Schedule Sheet.)

a. Observations must not occur during the first 20 days of teaching.
b. The three initial evaluations must occur during a two-week time period and be completed by the end of the ninetieth teaching day.
c. The conference is to be held within one week following the third observation and should be scheduled by the evaluator.
d. Teachers who do not pass initially must be provided with remediation and a second set of three evaluations on all five Performance Dimensions before March 31.
e. Teachers who begin their initial year of teaching at a time in the school year that does not allow for three initial evaluations to take place prior to the end of the first 90 teaching days may still successfully complete their provisional contract during that school year provided that: 1) they are initially evaluated three times prior to March 31; 2) they successfully demonstrate competence as a result of those initial

| Approx-imate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | evaluations; and 3) they have been under contract for at least 90 teaching days.<br>f. Teachers who begin their initial year of teaching at a time in the school year that does not allow for the initial three evaluations to take place prior to the end of the first 90 scheduled teaching days will receive no credit towards the provisional year experience if one or more of the following is true: 1) they have been under contract less than 90 teaching days; 2) they are not initially observed three times prior to March 31; or 3) they do not successfully demonstrate competence as a result of the three initial observations. Teachers who do not receive credit toward the provisional year will, if reemployed by a district or employed by another district, be contracted as a first-year provisional teacher with all provisions as stated. | |
| | (The Schedule Sheets are to be distributed to teachers at this time. The information for scheduling observations which follows is given to teachers by the orientation session leader.) | Schedule Sheets |
| | The observation schedule is to be agreed upon at least one week before the first observation. | |
| | All of the information requested on the Schedule Sheet is to be completed by the teacher except the section labeled 'Observers'. The evaluator is responsible for completing this section. | |
| | Teachers provide the information needed at the top of the sheet. Teachers then select and enter the dates and times for their observations. They also record the dates and times the Planning Sheets will be available for the three observations. | |
| | The times for beginning the observational lessons are recorded to the left of the diagonal lines above 'Times'. The ending times are recorded to the right of the lines. It is essential that both beginning and ending times be given. At the secondary level, the entire class period should be included. | |
| | Schedule Sheets are submitted to the teacher's evaluator (principal of provisional teachers, director or principal of T&I teachers, and college supervisor of student teachers). The evaluator contacts the teacher's observers and determines the observer for the respective observational periods. Observers may be contacted by telephone when necessary. If there is a conflict in scheduling, the teacher should select another date and time. Names of observers for each lesson and the conference date are written on the Schedule Sheet by the evaluator. The evaluator records the pertinent information, signs the sheet, and returns it to the teacher. Teachers must receive this information no later than one week before the first observation. | |

Orientation Session

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | The confirmation section of the sheet is completed by the teacher following each observation and the post-observation conference. Completed Schedule Sheets are returned to the teacher's evaluator who files the sheet with the teacher's Observation Sheets.<br>4. Observations<br>Observations requiring special consideration:<br>For an explanation of observations for teachers who teach only single students and teachers of advanced foreign language classes see page 4 of the Introduction to the APT Observation Instrument.<br>If teachers are teaching classes both in their field of specialization and out of that field, they are to be observed in their field of preparation. Also, if teachers have classes containing more than one student, they must not be observed during classes in which they teach only one student.<br>Length of observations:<br>The times indicated on the Schedule Sheet for beginning and ending an observation that were agreed upon by the teacher and the observer must be adhered to strictly. Teachers in secondary schools should include beginning and ending times of the entire class period. The observational period is to be no less than 30 minutes and no longer than 60 minutes. The observer must be present for the entire observational period because late arrival or early departure may cause the observer to deny credit for demonstrations that occur at the beginning or end of the period.<br>Activities during observations:<br>Observers are permitted to record notes during the lesson to recall specific evidence when completing the Observation Sheet. If it does not interfere with instruction, the observer may move around the teaching area in an effort to hear precisely what the teacher is saying or to observe the teacher's actions.<br>Activities before and after observations:<br>The observer is responsible for requesting evidence to indicate that a record of individual student progress is maintained. A copy of records may be provided by the teacher, or the observer may examine charts or files before or after observation of the lesson. | |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | The observer is permitted to confer informally with the teacher following the lesson. However, decisions on the attainment of performance standards for teaching competencies are made on the basis of the three evaluations. Therefore, the information given pertains only to one observation and must be given as such. | |
| | 5. Self-Evaluation<br>(Three Observation Sheets are distributed to each teacher for completion after each observational lesson. The orientation session leader provides the following instruction for using the sheet.)<br>Each teacher is required to complete an Observation Sheet for each lesson observed. 'Self' should be written in the space for observer ID number. Self-evaluation ratings will be compared with observers' ratings during the post-observation conference. A self-evaluation sheet is completed by the teacher ***as soon as possible*** on the day of each observation. Provisional teachers submit these to the principal, T&I teachers submit them to their director or principal, and student teachers submit them to their college supervisor ***the day after each observation***. | Observation Sheets (3 per teacher) |
| | 6. Post-Observation Conference<br>(Teachers should refer to the Conference Sheet on page 28 of the APT Instrument as the leader of the orientation session explains the conference procedures.)<br>The evaluator will hold a conference with each teacher observed within one week of the teacher's third observation. All of the information on the Conference Sheet will be discussed with the teacher. The discussion will include Performance Dimension standards that were met and not met, strengths and weaknesses identified in the analysis of Performance Dimensions, and differences in credit given by observers and teachers. Evidence from the Observation Sheets completed by observers and from self-evaluations completed by the teacher will be used where specific examples are needed.<br>Remediation proposed by the evaluator will be presented to the teacher following the analysis of Performance Dimensions. A copy of the proposed plan for remediation and the Conference Sheet will be given to the teacher. | APT Instrument Page 28 |
| | **Summary**<br>The teachers refer to the Summary of Procedures on page 5 in the APT Instrument. The leader of the orientation session reviews the | APT Instrument Page 5 |

| Approximate Time | Activity | Materials/ Arrangements |
|---|---|---|
| | sequence of activities and provides the dates designated by the district or institution for these activities. | |

# APPENDIX G

# ROUND-TABLE CHART

# Round-Table Chart

Tape ____________________

PD _____

| | 1st | | 2nd | |
|---|---|---|---|---|
| | O | X | O | X |
| a. | | | | |
| b. | | | | |
| c. | | | | |
| d. | | | | |
| e. | | | | |
| f. | | | | |
| g. | | | | |
| h. | | | | |
| i. | | | | |
| j. | | | | |
| k. | | | | |

# APPENDIX H

## KINDERGARTEN PLANNING SHEET AND STUDENT RECORDS

## APT PLANNING SHEET

Teacher's Name SAMPLE ID Number ____

School ____ Room Number ____ Date of observation ____

Observer's Name ____ Observation time begins ____ ends ____

Grade Level Kindergarten Subject Math and Language Arts

Please write in complete sentences so that PD 4 i can be rated using this information.

| Objectives for the lesson (What the students will learn) | Instructional procedures and materials for each objective (What will be done to achieve the objectives and the equipment or materials to be used) Briefly describe or attach any handouts. Underline or list materials needed. | Assessment of each objective (How student progress will be measured) |
|---|---|---|
| Entire Class<br>The students will be able to understand fewest and most. | The students will choose either a red or green block to indicate whether or not their coats have hoods.<br>Materials: coats, red blocks, green blocks | Informal assessment of all objectives will occur by teacher observation. |
| Group 1<br>The students will have adequate auditory and visual discrimination skills for the consonants g, f, m, and d in the initial position. | The students will work with the teacher. | |
| Group 2<br>The students will be able to work independently at learning centers prepared by the teacher. | Students will work individually at learning centers. Four students will work at the listening center. Two students will trace letters at the alphabet center. The remainder of this group will work at centers designed to remedy specific skill deficiencies of individual students. | |

Student Records can be seen by observer: (where) attached (when) ____

Attach additional sheets if necessary and label sections.

# SAMPLE STUDENT RECORDS

QUARTER BEGINNING ______________

SUBJECT Kindergarten

QUARTER ENDING ______________

CLASS ______________

TIME 9:00 AM

| NAME | | 1st WEEK | | | | | 2nd WEEK | | | | | 3rd WEEK | | | | | 4th WEEK | | | | | 5th WEEK | | | | | 6th WEEK | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Math Skill | achieved: → | | 1 | 1 | 1& 2 | → | 3 | → | 4& 5 | ↔ | 4& 5 | → | 6 | 6 | → | 7& 8 | → | | 9 | → | 10& 11 | → | | 12 | | | | | |
| | | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| Joey Allen | 1 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | | | | |
| Delphie Barfield | 2 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | | ✓ | ✓ | | ✓ | | | ✓ | | | | | | |
| Ronnie Brown | 3 | | | | | ✓ | | ✓ | ✓ | | | | ✓ | | ✓ | | | ✓ | | | | ✓ | | | ✓ | | | | | | |
| Sandra Buchanan | 4 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | ✓ | | | ✓ | | | | ✓ | | | | | | |
| Marchita Carter | 5 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | | ✓ | | | ✓ | | | ✓ | | | | | | |
| Billy Eldridge | 6 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | | ✓ | | | ✓ | | | ✓ | | | | | | |
| Debbie Gatewood | 7 | | | | | ✓ | ✓ | | ✓ | | | | ✓ | | ✓ | | | | | ✓ | | ✓ | | | ✓ | | | | | | |
| Susie Griffen | 8 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | ✓ | | | | ✓ | | | ✓ | | | | | | |
| Chris Halstead | 9 | | | | | ✓ | ✓ | | ✓ | | | | ✓ | | | ✓ | | | | ✓ | | ✓ | | ✓ | | | | | | | |
| Johnny Hammond | 10 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | | | | |
| Sabrina Harbuck | 11 | | | | | ✓ | ✓ | | ✓ | | | | ✓ | | ✓ | | | | ✓ | | | ✓ | | | ✓ | | | | | | |
| Greg Jones | 12 | | | | ✓ | | | ✓ | ✓ | | | | ✓ | | ✓ | | | | ✓ | | | ✓ | | | ✓ | | | | | | |
| Randy Kirkland | 13 | | | | | ✓ | ✓ | | ✓ | | | | ✓ | | | | ✓ | | | ✓ | | ✓ | | | ✓ | | | | | | |
| Tommy Martin | 14 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | | ✓ | | | ✓ | | | ✓ | | | | | | |
| Andy Newsome | 15 | | | | | ✓ | ✓ | | ✓ | | | | ✓ | | | | ✓ | | | ✓ | | ✓ | | | ✓ | | | | | | |
| Vickie Ott | 16 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | | ✓ | | | ✓ | | | ✓ | | | | | | |
| Tommy Peace | 17 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | | ✓ | | | ✓ | | | ✓ | | | | | | |
| Delta Reeves | 18 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | | ✓ | | | | | | ✓ | | | | | | |
| Betty Taylor | 19 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | | ✓ | | | ✓ | | | ✓ | | | | | | |
| Nan Trowell | 20 | | | | | ✓ | | ✓ | | ✓ | | | ✓ | | | ✓ | | | | ✓ | | ✓ | | | ✓ | | | | | | |
| Peggy Williams | 21 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | | | | |
| Johnny Worthy | 22 | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | | ✓ | | | | ✓ | | | ✓ | | | | | | |
| | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Math Skills:
1. Matching
2. one to one corr.
3. Counting by rote (1-10) 6. (11-20) 9. (21-30)
4. Numeral recognition (1-10) 7. (11-20) 10. (21-30)
5. Numeral order (1-10) 8. (11-20) 11. (21-30)
12. fewest and most

# APPENDIX I

# KEY TO COMPOSITE DEMONSTRATIONS

## KEY TO COMPOSITE DEMONSTRATIONS

**Composite Demonstration: Kindergarten**

PD 1: Planning

a. **outcomes stated**
not demonstrated
No objectives are written to indicate specific learner outcomes.
The first objective does not show what the students will do to indicate understanding.
"Will have" in the second objective and "Will be able to work" in the third objective are not specific observable learner outcomes.

b. **objectives compatible**
demonstrated
The objectives are compatible with math and language arts content for kindergarten students.

[Commentary: The concepts of fewest and most, auditory and visual discrimination skills, and the ability to work independently are appropriate for kindergarten.]

c. **procedures stated**
not demonstrated
The procedure stated for the first objective does not relate to teaching fewest and most.
The procedure given for the second objective does not show what type of work the students will do with the teacher.

[Commentary: The procedure for the third objective provides an opportunity for students to work independently and is appropriate for the intent of the objective. However, strategies for achieving *each* objective are necessary for credit.]

d. **students involved**
demonstrated
Students have the opportunity to move when choosing blocks and tracing letters.

e. **materials stated**
not demonstrated
Materials such as flash cards or a chalkboard will be needed for the second objective.
All materials needed for working at learning centers (e.g., tape recorder, earphones, screen for tracing letters) are not designated.

f. **differences planned**
demonstrated
Student differences in learning modalities are accommodated. The tactile/kinesthetic mode is required for tracing letters. The auditory mode is used in the listening center activity. The visual mode is emphasized in selecting colored blocks.
Different ability levels are accommodated in the learning centers for specific skill deficiencies.

g. **objectives assessed**
not demonstrated
A list of behaviors to be observed is not provided.

[Commentary: Sufficient information must be provided for the observer to determine that the assessment device measures the entire objective.]

**h. progress recorded**

demonstrated

The attached record sheet contains prior assessment of individual students on specific math skills and plans for recording assessment of the first objective.

[Commentary: Plans for recording assessment are required for only one of the stated objectives.]

**Composite Demonstration: Kindergarten**

PD 2: Instruction

a. **began promptly**
demonstrated
When the taped segment began, students were seated on the floor with the teacher explaining the activity with red and green blocks.

b. **objectives addressed**
demonstrated
The first objective was addressed with the colored block activity which is appropriate for teaching the concepts of fewest and most to kindergarten students.

[Commentary: The second objective was addressed as the teacher worked with a group of students at the learning center on auditory and visual discrimination of consonants. However, the entire objective was not addressed since she did not use all of the consonants listed on the Planning Sheet.]

c. **needs accommodated**
not demonstrated
The teacher did not provide for student differences in rates of completing tasks and ability levels.

[Commentary: The visual, auditory, and kinesthetic modes were used to accommodate student differences in learning modalities. This taped segment does not permit the observer to determine that differences in ability levels are accommodated.]

d. **interest stimulated**
demonstrated
The teacher generated interest in the lesson by questioning students about their coats.
Colored blocks were used for further motivation.

e. **approaches varied**
demonstrated
Questioning was used during the colored blocks activity.
Drill was used when students counted the blocks.
Discovery was used to determine fewest and most.
A learning center was shown.

f. **size varied**
demonstrated
The teacher addressed the entire class and a small group.

g. **active opportunities**
demonstrated
Students responded orally when counting blocks and answering questions.
They were given the opportunity to move as they selected blocks.
There was movement involved when clapping syllables in the students' names.

[Commentary: Movement to learning centers is considered noninstructional movement.]

**h. application opportunities**
demonstrated
All students had the opportunity to apply the concepts of fewest and most in the block activity.

**i. information obtained**
demonstrated
The teacher used questions to monitor the block activity. Some examples of questions were: "Do you know what a hood is?" "Which row has the fewest?" "Which has the most?"

**j. progress provided**
demonstrated
She nodded her head frequently to indicate a correct response.
She stated, "That's right, go ahead."
The teacher said, "Very good! I didn't trick you."

**k. physical arrangement**
demonstrated
Students were provided adequate space and were able to see and hear.

## Composite Demonstration: Elementary Physical Education

### PD 3: Management

a. **behavior established**
demonstrated
Expectations for behavior were previously established.
The teacher told students who were dribbling to walk, not run.
A student was told to hold the ball while instruction was given.
The teacher instructed Randy to stay in the court.

b. **firm enforcement**
demonstrated
Firmness in managing behavior conveyed confidence.

[Commentary: Some examples supporting the evidence statement were: the teacher said to dribblers, "We're walking, not running yet;" a student was told to hold the ball while instruction was given; and the teacher instructed Randy to stay in the court. No intimidation or idle threats were used.]

c. **procedural confidence**
demonstrated
Classroom procedures were directed in a confident manner.

[Commentary: No indecisiveness on the part of the teacher was noted.]

d. **instruction continued**
demonstrated
No loss of instructional time was noted.

e. **disruptions addressed**
demonstrated
One student dribbling during instruction was told to hold the ball.
Dribblers were reminded to walk, not run.

f. **codes enforced**
demonstrated
Identified codes were not violated.

g. **inattentive involved**
demonstrated
The teacher spoke to the inattentive student who was dribbling the ball during instruction.

h. **special assistance**
not demonstrated
Some dribblers did not demonstrate the correct foot position and special assistance was not provided.

i. **strategies adjusted**
demonstrated
No adjustments were needed.

j. **patient, poised**
demonstrated
Patience and poise were maintained.

[Commentary: The teacher allowed time and opportunity for all students to practice skills. He was particularly patient with the young shooters.]

k. **fair, impartial**
demonstrated
Students were treated with fairness and impartiality.

**Composite Demonstration: Secondary Math**

## PD 4: Communication

a. **instructional plan**
not demonstrated
The instructional plan was not communicated to students.

[Commentary: At the end of the tape segment the teacher did say, "I have some worksheets . . ." and described the purpose of the worksheets. However, credit was not given because this was not considered to be an advance organizer near the beginning of the abbreviated teaching segment.]

b. **logical sequence**
demonstrated
A logical sequence was followed.

[Commentary: All explanations and activities were organized logically from simple to complex. The teacher took questions from students, answered by demonstrating on the board, checked for other questions, gave review worksheets, and then gave the students opportunities to practice skills.]

c. **understandable level**
demonstrated
Vocabulary and sentence structure were at an appropriate level.

d. **explanations restated**
demonstrated
Explanations were clear.

e. **illustrations demonstrated**
demonstrated
The teacher used problem 24 to illustrate addition of polynomials.

f. **knowledgeable authority**
demonstrated
Knowledge and ideas were conveyed with confidence and authority.

g. **information accurate**
demonstrated
There were no blatant errors in content information.

h. **legible writing**
demonstrated
All written material was legible.

i. **written communication**
demonstrated
There were no errors in spelling, grammar, or mechanics.

j. **oral communication**
demonstrated
There were no frequent errors in grammar.

k. **speech quality**
demonstrated
Speech or voice qualities did not interfere with communication.

**Composite Demonstration: Secondary Literature**

PD 5: Attitude

a. **courtesy modeled**
demonstrated
Courtesy and respect were modeled by the teacher.

[Commentary: Some specific evidence to support the statement was: "I beg your pardon" and "Thank you." The teacher called on a number of students by name. No sarcastic or belittling remarks were made by the teacher.]

b. **positive reinforcement**
demonstrated
The teacher said, "Okay, very good point."
The teacher remarked, "Very good" several times.
"Barry that's a good point."
Nonverbal approval was communicated to the students through smiles and nods.

[Commentary: Although the teacher used "OK" and "right" several times, this is not to be considered in assessing this item. Simply indicating the correctness of a student's response as required in PD 2j is not sufficient for credit on this item.]

c. **expression encouraged**
demonstrated
"Do you agree or disagree with Carter?"
"Do you think . . .?" was used several times.
"Why do you think page . . . best shows the mood?"
"Anybody got any different opinions?"
"Tell me what you think he meant."
"What do you think he [Carter] is reminiscing about?"
"Let's hear some opinions."
"Do you think this picture kills the idea the author is trying to get across?"
"So, when you are dealing with people, in your language you want to be . . . how?"
"Do you think the picture violates the mood of the story?"
The teacher listened attentively as a student remarked about the person in the picture changing color.

d. **learning personalized**
demonstrated
"Do you think if you had been in this same situation you would have done the same thing, Teresa?"
When speaking to Teresa, the teacher asked, "So, when you are dealing with people in your language, you want to be . . . how?"

[Commentary: This item includes shared and common experiences of the group as well as individual and hypothetical references and examples. These uses are not to be confused with impersonal uses of "you" as illustrated in the sentences, "If I were you, I'd put a star by the segments" or "The next thing I want to discuss with you is . . . ."]

e. **supportive corrections**
demonstrated
No incorrect responses were made.

f. **reasons given**
not demonstrated
Students were not given reasons for actions, decisions, or directives.

g. **value communicated**
not demonstrated
The value of the lesson or of its components was not stated.

h. **enthusiasm communicated**
not demonstrated
No enthusiasm for learning was demonstrated.

[Commentary: His laughter at the beginning of the tape was a single, momentary occurrence and was not sufficient to demonstrate enthusiasm for learning.]

j. **open-mindedness**
demonstrated
There was no evidence to the contrary.

[Commentary: The teacher invited a variety of opinions and was accepting of them. He had no occasion to admit fallibility or to accept criticism.]

j. **humor acknowledged**
demonstrated
At the beginning of the class period, the teacher acknowledged a humorous remark that a student made concerning the color of the character having changed on one page. The teacher and several students laughed.

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# APPENDIX J

## PLANNING SHEETS AND KEYS TO TRAINING OBSERVATIONS**

1. Elementary Language Arts Planning Sheet and Student Records
2. Key to Training Observations: Elementary Language Arts
3. Secondary Biology Planning Sheet and Student Records
4. Key to Training Observations: Secondary Biology
5. Secondary Social Studies Planning Sheet and Student Records
6. Key to Training Observations: Secondary Social Studies
7. Elementary Art Planning Sheet and Student Records
8. Key to Training Observations: Elementary Art

**The Planning Sheets and Keys are test secure materials and are distributed only to endorsed field coordinators during Segment 6.

## APPENDIX K

## EVIDENCE SCORING SHEETS AND KEYS TO SCORING EVIDENCE***

1. Evidence Scoring Sheets for Elementary Language Arts
2. Key to Scoring Sheets for Elementary Language Arts
3. Evidence Scoring Sheets for Secondary Biology
4. Key to Evidence Scoring Sheets for Secondary Biology
5. Key to Scoring Sheets for Secondary Social Studies
6. Key to Evidence Scoring Sheets for Secondary Social Studies
7. Evidence Scoring Sheets for Elementary Art
8. Key to Evidence Scoring Sheets for Elementary Art

***These materials are test secure and are distributed only to trainers of field coordinators.